**Suggested Grammar Progression**

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|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **Word Classes and Phrases** | Verbs, adjectives, noun phrases & prepositions  | * Use adjectives to describe nouns (orally and in modelled writing) (GDS)
 | * Introduce the term noun phrase
* Expand before the noun using adjectives
 | * Expand before the noun using adjectives and adverbs
* Refine adjective choices in noun phrases
* Prepositions for time and place
 | * Expand after the noun using prepositional phrases
 | * Use a variety of noun phrases to add detail
* Modal verbs
 | * Use concise noun phrases to qualify and support precision
 |
| Adverbs and adverbial phrases | * Model the use of adverbs orally e.g. *He was a* ***very*** *hungry caterpillar.*
 | * Introduce the terms adjective and adverb
* Use adverbs to express manner e.g. ***quietly, quickly, sadly***
 | * Use adverbs to express time e.g. ***later, soon;*** and place e.g. ***beyond, under***
 | * Use fronted adverbials for time, manner and place
 | * Adverbs for possibility e.g. ***certainly, possibly, surely;*** frequency e.g. ***always, often, never*** andquantity e.g***. most, some, hardly***
 | * Conjunctive adverbs e.g. ***however, therefore, as a result, similarly, consequently***
 |
| **Punctuation** | Punctuation | * Full stops and capital letters to demarcate sentences
* Capital letters for proper nouns
* Introduce question and exclamation marks
 | * Accurate sentence demarcation, including question and exclamation marks.
* Commas for lists (GDS)
* Apostrophes for singular possession and contractions (GDS)
 | * Embed commas for lists and apostrophes for singular possession and contractions
* Speech marks to mark direct speech
 | * Apostrophes for plural possession
* Correct use of all speech punctuation
* Commas after fronted adverbials
* Introduce commas to mark subordinate clauses
 | * Embed commas to mark subordinate clauses
* Commas to mark non-defining relative clauses
* Commas, brackets, dashes for parenthesis
 | * Secure the use of commas to mark clauses
* Hyphens
* Colons and semi-colons to mark the boundary between main clauses and to list phrases
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| **Clauses and Sentences** | **Main Clauses & Sentence Types** | Write grammatically accurate, simple sentences. | Understand that a sentence contains a subject and a verb and expresses one full ideaIdentify and use statements, questions, exclamations and commands | Understand that simple sentences can be different lengths | Refine the use of simple sentences according to audience and purpose e.g. short sentences to create tension or show surprise  |  |  |
| **Co-ordinating Conjunctions**  | In each year group, as new conjunctions are taught, ensure that children understand the meaning and function of each word e.g.***but/yet = contrast, when/as = time, so/because = consequence, and = addition, or = alternative*** |
| * Join ideas using ***and***
* Join main clauses using ***and***
 | * Join main clauses using ***but***, ***or,*** ***so***.
 | * Use a range of coordinating conjunctions. Continue to use ***but***, ***or,*** ***so.***
* Introduce ***yet***
 | * Use a variety of compound sentences to create variety
 | * Introduce ***for*** and ***nor***
 | * Use a range of co-ordinating conjunctions effectively across writing
 |
| **Subordinating Conjunctions** | * Model the use of simple subordinating conjunctions orally
 | * Use simple subordinating conjunctions e.g.-***because***, ***if***, ***when***, ***that.***
 | * Extend the range of subordinating conjunctions e.g. ***as, while, before, after, until, while (time)***
 | * Consolidate and extend the range of subordinating conjunctions e.g. ***although, since, even though, though***
* Identify and use main and subordinate clauses
* Start to write sentences moving the sub. clause (start/end of the sentence)
 | * Consolidate and extend the range of subordinating conjunctions e.g.
* ***unless, whatever, whenever, whereas, even if***
* Embed the sub. clause.
* Develop variety in clause structure, moving the position of the sub. clause
 | * Consolidate and extend the range of subordinating conjunctions e.g.

***in order that, provided that, supposing**** Control the use of multi-clause sentences
 |
| **Relative clauses** |  |  |  |  | * Use non-defining relative clauses to add information or detail
 | * Secure use of non-defining relative clause
* Use defining relative clauses to qualify
* Use relative clauses effectively across writing
 |
| **Parenthesis** |  |  |  |  | * Use words and phrases to add detail or provide explanation
 | * Control and refine the use of parenthesis within sentences
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| **Cohesion** | **General** | In all year groups, ensure that these basics are taught and a focus for editing and revising:***maintaining purpose, audience, form; subject-verb agreement; consistent use of person; standard English; checking for omissions*** |
| **Tense and verb forms** | * Generally accurate use of the simple present and past tense
 | * Accurate and consistent use of the simple present and past tense
* Past and present progressive to show actions in progress
 | * Introduce use of the present perfect e.g. ***she has felt the effects/ they have walked for hours***
* Introduce use of the past perfect e.g. ***Hortense had seen the bandits***
 | * Embed use of a range of verb forms (simple, progressive, perfect)
* Non-finite verbs e.g. ***Running through the forest, With her heart thumping,***
 | * Maintain use of tense, including where different verb forms are used
* The infinitive form e.g. ***to run, to scream***
 | * Controlled use of tense throughout and across writing.
* Use of the passive voice to create empathy, suspense or a formal tone
* Subjunctive form e.g.  ***If you were to agree,***
 |
| **Pronouns** | * Personal pronouns e.g. ***I, he, she,******they,******we***
 | * Personal pronouns e.g.- ***I, he, she, they, we, us,*** ***you, me, them, it***
 | * Use nouns and pronouns to aid cohesion within sentences
 | * Possessive pronouns e.g. ***mine, ours, yours his, hers, theirs***
* Use nouns and pronouns to aid cohesion across the text
 | * Relative pronouns e.g. ***who, whom, which, whose, that***
* Effective use of a range of nouns and pronouns to avoid repetition or ambiguity and aid cohesion across the text
 | * Reflexive pronouns e.g. ***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves***
* Effective use of a range of nouns and pronouns to avoid repetition and ambiguity and aid cohesion between paragraphs
 |
| **Paragraphing** | * Write sequences of linked sentences to form short texts
 | * Sequence sentences to form a variety of short texts

**e.g.- Story, character description, diary, letter, real life recount.**  | * Use paragraphs to group ideas e.g. ***change of setting or character, new topic in non-fiction***
 | * Use paragraphs to organise ideas around a theme across the text e.g. ***to show a change of focus, time, place or speaker***
 | * Use a range of devices to link paragraphs across the text e.g. ***adverbs, adverbial phrases; pronoun chains, connectives***
* Use a range of cohesive devices within paragraphs e.g. ***connectives; consistent tense and person***
 | * Use a range of cohesive devices within and between paragraphs e.g. ***wider range of connectives, referencing, repetition for effect; ellipsis, cohesive nouns***
 |
| **Narrative** | **Setting/ Atmosphere** | * See noun phrases
 | * See noun phrases
 | Create settings that are appropriate for the type of story/effect***stories set in space, the jungle, a new world; create mystery, suspense, humour.******Embed noun phrases. Use senses. Begin to use figurative language.*** | Develop settings linked to the genre and intended effect***Embedding work on using noun phrases for description (at Year 4 level). Create setting descriptions that are appropriate to the genre and intended effect.*** ***Describe settings through the senses. Use of figurative language: e.g. similes, personification, hyperbole to enhance description.***  | Develop settings and atmosphere in detail***Create setting descriptions that are appropriate to the genre and the intended effect.*** ***Describe settings through use of senses.*** ***Use of figurative language e.g.- metaphor, personification… to enhance descriptions.*** ***Link time place and weather to create atmosphere.******Show reactions to the setting e.g.- characters or animals’ reactions.***  | * Develop settings and atmosphere in detail

***Create setting descriptions that are appropriate to the genre and the intended effect.*** ***Describe settings through use of senses.*** ***Use of figurative language e.g.- metaphor, personification… to enhance descriptions.*** ***Link time place and weather to create atmosphere.******Show reactions to the setting e.g.- characters or animals’ reactions.*** |
| **Character** | * See noun phrases
 | * See noun phrases
 | * Describe characters in narrative

***Embed use of noun phrases to describe a character’s appearance. Describe a character’s feelings.***  | * Develop characters in narratives

***Embed work on describing appearance using noun phrases (at Year 4 level).*** ***Describe characters’ thoughts, feelings and actions.******Use dialogue to portray personalities and relationships.*** ***Describe characters’ reactions.***  | * Develop characterisation by drawing on their reading

***Describe characters’ thoughts and feelings.*** ***Show characters’ motives, flaws, thoughts, feelings, traits.*** ***Use dialogue to portray personalities.*** ***Describe characters’ reactions to events, settings and other characters.*** | * Develop characters in detail by drawing on their reading

***Describe characters’ thoughts and feelings.*** ***Show characters’ motives, flaws, thoughts, feelings, traits.*** ***Use dialogue to portray personalities.*** ***Describe characters’ reactions to events, settings and other characters.******Use of dialogue to portray personalities and relationships is essential.***  |