**Suggested Grammar Progression**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **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 |

**Suggested Grammar Progression**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **1** | | **2** | **3** | **4** | **5** | **6** |
| **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 idea  Identify 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 |

**Suggested Grammar Progression**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **1** | | **2** | **3** | **4** | **5** | **6** |
| **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.*** |