Hardwick Green Primary Academy
Progression of Grammar & Punctuation

Grammar teaching and learning takes place during discrete grammar lessons and throughout the school day, usually just before the main English lesson. Teaching and learning should then be reinforced and applied across the curriculum.

Classroom Secrets is used as the main scheme of work to help support the teaching and learning of grammar and punctuation.

The language in the document below should be used in the teaching of grammar and punctuation children should become confident using the relevant terms. The language should then be reflected in key vocabulary displays in classrooms.

This plan is cumulative. To be working at a level, children should demonstrate the key features of previous levels in their writing also.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence structure **1. Sentence organisation**	**Understand what a sentence is** - identify where a sentence starts and ends. - read a sentence pausing for full stops. - understand that a full stop shows the end of a sentence. - identify the difference between lower case and upper-case letters. **Compose simple sentences** -orally and in writing. -use full stops and capital letters. **Understand what a word is.**	**Understand the difference between a compound sentence and a simple sentence.** - identify simple sentences and compound sentences when reading - change simple sentences in -compound sentences by adding conjunctions - know and use the conjunctions and, but, so, or and their purpose. - extend simple sentences into compound sentences when given a conjunction to do so. - identify conjunctions and, but, so, or in reading. **Use some subordination within writing** - use the words when, if, that and because to add extra information to sentences.		**Understand the difference between a compound sentence and a simple sentence.** (see expansion of point in Year 2) **Begin to understand what a complex sentence is** - understand what a main clause is. -identify main clauses within a complex sentence. **-** identify subordinate clauses in the final position. - identify subordinate clauses in final position when reading. - add subordinate clauses in final position to main clauses to make complex sentences. - use the words which, when, where, while, whilst, if, that, because to add subordinate clauses to the end of main clauses.	**Understand the differences between simple, compound and complex sentences.** -identify the 3 types of sentences in reading. - sort and categorise the 3 types of sentences. - identify the components of the different sentences (see previous years). **Understand how to use embedded clauses (subordinate clause and relative clause in middle of sentence) and subordinate clauses/relative clause at the beginning of complex sentences.** -explore moving the subordinate clause around to the 3 different positions in a complex sentence. - add subordinate clauses to main clauses in different positions. -explore adding embedded clauses using three types of punctuation: dashes, commas and brackets.	**Be confident in using subordinate clauses/relative clauses in beginning, final and embedded positions within a complex sentence.** **Begin to use a variety of lengths of sentences for effect** - short sentences for tension and suspense - questions for suspense. - one-word sentences - rhetorical questions - power of 3. **Active and passive sentence structure** - write in active and passive tense - change tense from one to the other - link use of tenses to levels of formality in writing **Subjunctive Mood** -use formal structure of subjunctive mood within writing If I were…	Be confident in using subordinate clauses/relative clauses in beginning, final and embedded positions within a complex sentence. -experiment with change order of sentence for effect. - explain why have used certain complex sentence organisation. -use all 3 types of complex sentences in writing. -write sentences with more than one subordinate clause. **Change order of sentences for effect.** -experiment with one-word subordinate clauses to start sentences. **Use a variety of sentence lengths for effect**. (see Year 5 for development) **Active and passive sentence structure** - write in active and passive tense - change tense from one to the other - link use of tenses to levels of formality in writing **Subjunctive Mood** -use formal structure of subjunctive mood within writing If I were… Were we to… If it were possible…

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2. Conjunctions		**Use the word 'and' to link sentences together.** -orally join sentences and in writing. **Write compound sentences using 'so', 'and', 'but' 'or' to join sentences together.**	**Write compound sentences using 'so', 'and', 'but' 'or' to join sentences together.** **Use the subordinating conjunctions because, if, that and when to explain reasons within a sentence.** **Use the word 'when' in sentences to explain 'when' something happened.** **Use commas before co-ordinating conjunctions in a compound sentence.**	**Begin to use subordinating words which, where, when to add extra information to sentences.** **Join sentences together with the conjunctions and, but, so, or, also, as.** **Use subordinating conjunctions because, if, which, when, where, while, whilst, that to add subordinate clauses to complex sentences.** **Use commas before co-ordinating conjunctions in a compound sentence.**	**Join sentences together with the conjunctions from Year 3 and 'for' 'yet' 'nor'.** **Develop use of subordinating conjunctions to include since, until, whenever, who to add subordinate clauses.** **Use relative clauses in writing- who, when, which, whose, that or an omitted relative pronoun.** **Understand what a relative pronoun is.** **Use commas before co-ordinating conjunctions in a compound sentence.**	**Use a range of conjunctions to write compound sentences.** **Develop use of subordinating conjunctions to include although, though, despite, in spite of, unless.** **Use relative clauses in writing- who, when, which, whose, that or an omitted relative pronoun.** **Understand what a relative pronoun is.**	**Use a range of conjunctions to write compound sentences.** **Use a wide range of subordinating conjunctions accurately and for best effect.**

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3. Conjunctions as connectives	**Begin to use the time conjunctions: 'next',' then', 'and, 'once', 'now'' in a variety of writing.** -orally tell a continuous story or recount using the above time conjunctions -add conjunctions to put sentences in time order. - understand meaning of time conjunctions through role play. - follow instructions which include the conjunctions.	**Use a range of time conjunctions in writing:** then, next, after, afterwards, before, suddenly, lastly, in the end, soon, later, first. **Begin to use causal conjunctions to show cause and effect in sentences:** because, if, so then.		**Develop range of time conjunctions in writing further:** finally, whilst, eventually, after a while, earlier, meanwhile, during, currently. **Develop a range of causal conjunctions (cause and effect, indicating result) in writing further-** since, therefore, for, even though. **Begin to use logical conjunctions (linking) to link ideas together-** finally, also, first, then, however, therefore. **Use conjunctions to link sentences. Become confident in using conjunctions to link ideas within paragraphs.**	**Develop a wide range of time conjunctions:** meanwhile, during, currently. **Develop a wide range of causal conjunctions (cause and effect, indicating result)** - as a result, due to, in order, although. **Use logical conjunctions (linking) to join ideas together:** --in conclusion, for example, besides, nevertheless **Confidently use conjunctions to link ideas within paragraphs.** **Use time conjunctions to link paragraphs together.** - identify links in reading -improve writing, adding connectives to make links -choose appropriate links which follow on from previous paragraph.	**Use a wider range of time conjunctions:** -Currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently. **Use a wide range of causal conjunctions (cause and effect, indicating result):** -consequently, subsequently, nevertheless, despite that **Use a wide range of logical conjunctions in writing.** -Moreover, consequently, accordingly, furthermore, on the other hand **Choose correct, appropriate and effective connectives for specific purposes.** **Use time conjunctions and logical conjunctions to link paragraphs together.** -identify links in reading -improve writing, adding conjunctions to make links -choose appropriate links which follow on from previous paragraph	

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4. Types of sentences	**Identify and write different types of sentences.** - statements -questions -commands	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Write exclamation sentences starting with how and what.**	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Write exclamation sentences starting with how and what.** **Understand and recognise that dialogue can be written informally.**	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Write exclamation sentences starting with how and what.** **Write informal speech in narrative.** **Use contractions for informal speech.**	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Write informal speech in narrative.** **Use contractions for informal speech.** **Use question tags at the end of sentences for informal writing.** *- He's your friend, isn't he?* **Introduce the present perfect tense and past perfect tense** - understand the verb 'to be' and use to create perfect tense writing.	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Use formal speech and language where appropriate.** -recognise range of different informal and formal writing. Formal: subjunctive, passive voice, technical vocab. Informal: contracted forms, questions tags, passive use of get, informal speech. **Introduce the present and past progressive tenses** -Understand the verb 'to have' and use to create progressive tense in writing **Confidently use the present/past perfect tense.**	**Identify and write different types of sentences.** - statements -questions -commands **-** exclamations **Use formal speech and language where appropriate.** -recognise range of different informal and formal writing. Formal: subjunctive, passive voice, technical vocab, starting sentences with modal verbs, abstract nouns used as a subject in the sentence, personal pronoun 'one', nominalisation for effect. Informal: contracted forms, questions tags, passive use of get, informal speech, multi-word verbs, second person to address the reader, vernacular language. **Understand and use both the present/past perfect and progressive tense and develop use of the perfect-progressive tense.**

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5. Sentence starts		**Use a range of different pronouns to start sentences as well as names.** - understand what pronouns are and their purpose. - link correct pronoun to correct verb.	**Understand how to start sentences in different ways** - adjectives - question words - prepositions (e.g. under, above, on top etc.) - time conjunctions	**Understand how to start sentences in different ways** - adjectives - question words - prepositions (e.g. under, above, on top etc.) - time conjunctions **Start sentences with adverbs and adverbial phrases** (e.g. silently, the boy walked... quietly, they crept down the corridor) and use commas correctly after the adverbials. **Start sentences with adverbials of time** (e.g. at the beginning of the day, while the sun was setting)	**Start sentences with verb phrases and clauses** - ed and ing words and clauses (e.g. Walking slowly Bob, ... Exhausted, Emma...) **Start sentences with phrases that explain when and where** (e.g. In the middle of the jungle, As the moon rose in the sky)	**Start sentences with similes** (e.g. As quiet as a mouse, Tom crept down the stairs, like a lion, Lily screamed...) **Start sentences with why and how phrases** - Why phrases- because, as, in order to, to (e.g. Because he was rushing... In order to cross the road...) -How phrases- with, in, ed words, ing words, similes (e.g. with his hands in his pockets, in a flurry of excitement, ...)	**Use a range of sentence starts confidently and for effect.** **Think about changing the order of sentences to emphasise certain information.** e.g. starting with emotion words.

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6. Descriptive vocabulary		**Use of basic adjectives to describe nouns** - colour - size - simple emotions **Identify onomatopoeia and alliteration in reading.** -Play alliteration games -Make up alliteration rhymes.	**Use a range of adjectives to describe nouns and verbs.** **Understand what a noun phrase is and use in writing with correct commas.** **Develop word banks of alternative adjectives for basic sizes** (e.g. big, small, tall, thin) **Understand what an adverb is and its purpose**. **Create collections of adverbs and begin to use in writing.** -role play actions according to adverbs **Begin to use alliteration and onomatopoeia in writing.**	**Use a range of adjectives, adverbs, alliteration, powerful verbs and onomatopoeia in writing.** **Understand what a noun phrase is and use in writing with correct commas.** **Understand what powerful verbs are.** -develop banks of powerful verbs for basic actions (e.g. walk, smile,) -begin to use in writing. **Start to develop word banks of synonyms for said and use in writing.** **Begin to use thesaurus to develop synonyms for key words e.g. size, emotions, adverbs, adjectives.** **Understand what similes are** - create similes word banks for basic adjectives and adverbs (e.g. as big as... as quick as...) - begin to use basic similes in writing	**Use of range of adjectives, adverbs, powerful verbs, onomatopoeia, synonyms for said and similes.** **Understand that not all adverbs end in ly and identify those that don't.** **Understand what a noun phrase is and use in writing with correct commas.** **Use a thesaurus to develop appropriate synonyms for a range of vocabulary.** **Understand what personification is** - identify in reading - begin to use in fiction writing **Develop an increased emotional vocabulary.**	**Use of range of adjectives, adverbs, powerful verbs, synonyms for said, similes and personification in writing.** **Understand that not all adverbs end in ly and identify those that don't.** **Use a thesaurus to develop appropriate synonyms for a range of vocabulary.** **Understand what metaphors are** - identify in reading - begin to use in fiction writing **Develop an increased emotional vocabulary.** **Indicate degrees of possibility using adverbs** -perhaps, surely, extremely, likely, rarely **Identify and use modal verbs to indicate degrees of possibility.**	**Use of range of adjectives, adverbs, powerful verbs, similes, personification and metaphors in writing.** **Choose appropriate words for effect.**

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Punctuation	**Use capital letters and full stops to show the beginning and end of a sentence.**	**Use capital letters, full stops, question marks and exclamation marks.** - identify question and exclamation marks in reading. - Read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. **Understand the purpose of commas, identify in reading and use them when writing lists.** - lists of verbs - lists of adjectives etc.	**Use capital letters, full stops, question marks and exclamation marks.** - identify question and exclamation marks in reading. - read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. **Understand the purpose of commas, identify in reading and use them when writing lists.** - lists of verbs - lists of adjectives etc. **Understand the two reasons of apostrophe use (omission and possession) and use within writing** - insert missing apostrophes - identify apostrophes in reading - use apostrophes in writing **Write expanded noun phrases with correctly used commas.** **Begin to use inverted**	**Use capital letters, full stops and question marks and exclamation marks.** - identify question and exclamation marks in reading. - read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. **Understand the purpose of commas, identify in reading and use them when** <u>writing lists</u> -lists of verbs -lists of adjectives etc. **Use commas after fronted adverbials** **Use inverted commas to indicate direct speech** - identify inverted commas in reading - insert missing inverted commas -use in writing **Begin to add adverbs to speech verbs** (e.g. whispered softly, screamed violently) **Write expanded noun phrases with**	**Understand the purpose of ellipsis and use in writing to create suspense and tension.** **Use commas to mark clauses in complex sentences and use in writing** - know the 3 different rules for commas with subordinate clauses in beginning, embedded and final position. - place missing commas in given subordinate clauses - correct mistaken commas in subordinate clauses - notice commas rules in reading - understand why commas are needed for pauses after subordinate clauses. **Understand all the speech rules and use in writing** - new speaker, new line - punctuation within inverted commas - commas at end of speech **Understand what brackets and dashes are.** **Use brackets and dashes for**	**Begin to use subordinate clauses to add detailed speech tags to speech** (e.g. "Hello" whispered Fred, holding his breath, in case the monster heard him) **Use brackets, dashes and commas for parenthesis.** **Understand how brackets and dashes can be used to add extra information.** **Use a single dash to add extra information to a sentence.** **Understand and use commas and semi-colons to write a list.** **Understand the purpose of a hyphen and begin to use hyphenated words in writing.** **Use punctuation of bullet points to list information.**	**Use a full range of punctuation including brackets, dashes, colons, semi colons and hyphens.** -identify in reading -understand purpose. **Use commas grammatically accurately in complex sentences. Adapt speech, so that speech verbs and tags appear before, in the middle and at the end of direct speech.** **Use semi-colons and colons to mark the boundary between independent clauses and continue to use within lists.** **Use hyphens to link words to avoid ambiguity.** **Use punctuation of bullet points to list information.** **Use a single dash to add extra information to a sentence.** **Use brackets, dashes and commas**

			commas to indicate direct speech - identify inverted commas in reading - insert missing inverted commas - use in writing	**correctly used commas.** **Understand the two reasons of apostrophe use (omission and possession) and use within writing.**	**parenthesis when using embedded clauses as well as commas.** **Understand what a colon is and how it can be used to introduce a list.**		**for parenthesis.**

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Text structure and organisation	**Write sentences that make sense.** - organise jumbled sentences. - read sentences back to self. **Begin to write a piece of text in chronological order.**	**Begin to follow a planning structure to plan texts (fiction)** **Write sentences that make sense.** - organise jumbled sentences. - read sentences back to self. **Write texts in chronological order.** **Begin to understand the difference between past and present and tense and when they should be used.** - identify past tense words - identify present tense words **Write a piece of writing almost consistently in past tense of present tense.**	**Follow a given planning format to plan texts (Fiction)** **Write sentences that are grammatically accurate** -correct verb and pronoun agreement -correct past tense words e.g. caught, ran etc. **Write texts in chronological order.** **Write a piece of writing consistently in past tense or present tense.** **Sequence ideas within writing in a logical order.** -explain choice of writing order - use sub headings and headings **Identify progressive forms of present and past tense to show action.**	**Follow a given planning format to plan texts (Fiction and Non- fiction)** **Write sentences that are grammatically accurate** -correct verb and pronoun agreement -correct past tense words e.g. caught, ran etc. **Write a piece of writing consistently in past tense or present tense.** **Understand the difference between direct and reported speech.** -identify both types of speech in reading -write direct speech as reported speech. -begin to use reported speech in writing. **Begin to understand what paragraphs are** -identify paragraphs in reading -mark start and end of paragraphs **Begin to use paragraphs in own non-fiction writing** -group sections by topic.	**Follow a given planning format to plan texts (Fiction and Non- fiction)** **Begin to understand and remember the features of all different fiction genres and non-fiction text types.** **Use reported speech in the correct text types and context.** **Understand the different reasons to change paragraphs** Ti = time P = place To = Topic P = Person S = Speech -identify in reading -use to split texts with no paragraphs -use in own writing. **Write paragraphs which have a lead sentence and then develop extra information** -develop paragraphs around a given main sentence -identify main sentence in paragraphs - write own main sentence and development	**Begin to develop own appropriate planning formats for fiction and non-fiction texts.** **Understand and remember the features of all different fiction genres and non-fiction text types.** **Use reported speech in the correct text types and context.** **Use time conjunctions to link paragraphs together.** **Link ideas across paragraphs together using adverbials of time, place, number and tense.** **Be able to shift between informal, formal and back again once within a piece of writing.**	**Continue to develop own appropriate planning formats for fiction and non-fiction texts.** **Understand and remember the features of all different fiction genres and non-fiction text types.** **Confidently use both direct and reported speech in writing.** **Use time conjunctions and logical conjunctions to link paragraphs together.** **Use a variety of different length paragraphs for effect.** **Use a wider range of cohesive devices to link ideas across paragraphs** -repetition of words, adverbials, ellipsis. **Be able to manage repetitive shifts between formal and informal writing within and across texts.**

					paragraphs. **Be able to shift between formal narrative and informal speech in story writing.**		

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Grammatical Vocabulary
 	
Children should use the relevant terms and understand their meaning.
	letter
	word
	sentence
	capital letter
	full Stop
		punctuation
		comma
		question mark
		exclamation mark
		statement
		question
		command
		past tense
		present tense
		noun phrase
		noun
		pronoun
		proper noun
		verb
		subject
		adjective
		conjunction
		singular
		plural
		suffix
		   prefix
			past progressive
			present progressive
			expanded noun
			phrase
			contraction
			possessive
			apostrophe
			adverb
			preposition
			coordinating
			conjunction
			subordinating
			conjunction
				article
				past perfect
				present perfect
				future tense
				adverbial
				consonant
				vowel
				inverted commas
				direct speech
				comparative
				superlative
				common noun
				collective noun
				abstract noun
				phrase
				clause
				main clause
				subordinate clause
				simple sentence
				compound sentence
				  complex sentence
					possessive noun
					possessive pronoun
					possessive adjective
					regular verbs
					irregular verbs
					finite verbs
					determiner
					object
					synonym
					antonym
					bullet point
					Indirect/reported
					speech
					   fronted
						modal verb
						relative pronoun
						relative clause
						bracket
						dash
						hyphen
						colon
						semi-colon
						ellipsis
						homophone
						homonym
						embedded clause
						formal
						informal
						standard English
						non-standard
						English
						cohesion
							infinitive
							active
							passive
							   subjunctive