HEAP BRIDGE VILLAGE PRIMARY SCHOOL

English

Grammar and Punctuation Progression

2022-23

	Word Classes and Effects	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Rec.	• Nouns • Verbs	• Simple sentences • Fantastic Five		• Capital letters • Full stops	Word, sentence, letter, capital letter, full stop,
Year 1	• Verb • Noun • Adjective • Adverb • Compound Words • Conjunctions Regular **plural noun suffixes** –s or –es (e.g. dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of the root words (e.g. helping, helped, helper) How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** (negation e.g. unkind or undoing, e.g. untie the boat)	• Fantastic Five • Compound sentences using 'and' • Question sentences • BOB'S Sentences (but, or because, so) Alan Peat Sentences: • List Sentences (page 43) How **words** can combine to make **sentences** Joining **words** and joining **clauses** using 'and'	Sequencing **sentences** to form short narratives	• Capital letters • Full stops • Question mark • Exclamation mark • Commas in lists Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names, days of the week and for the personal **pronoun** 'I.	Word, sentence, letter, capital letter, upper case, lower case, full stop, punctuation, singular, plural, question mark, exclamation mark
Year 2	• Noun • Adjective • Verb • Adverb • Compound Words • Conjunction • Prepositions • Homophones • Past/present/future tense verbs Formation of **nouns** using **suffixes** such as –ness, -er and by compounding (e.g. whiteboard, superman) Formation of **adjectives** using **suffixes** such as –ful, -less (A fuller list of **suffixes** can be found in the Year 2 spelling appendix) Use of the **suffixes** –er, -est in **adjectives** and –ly to turn adjectives into **adverbs**	• Compound sentences **Alan Peat Sentences:** • BOYS Sentences (page 11) • 2A Sentences (page 13) • Adverb ending (simplified version of 'ly' ending page 39) Use **subordinating conjunctions** when, if, that, because. Use **co-ordinating conjunctions** or, and, but. Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). **How the grammatical patterns in a sentence indicate its function as** statement, question, exclamation, command.	Use the **present tense** and **past tense** correctly and consistently throughout writing. Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. she is shouting, he was shouting).	• Capital letters • Full stops • Question mark • Exclamation mark • Commas in lists • Apostrophes for omission • Inverted commas Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list. **Apostrophes** in contracted form and some to indicate possession.	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, exclamation, noun phrase, upper case, lower case, homophones, statement, question, command.

*All terms in **bold** should be understood with the meanings set out in the glossary.*

	Word Classes and Effects	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Year 3	- Classes of noun - Comparatives - Superlatives - Conjunctions/tense agreement - Determiners - Adverbials - Similes (basic) - Metaphors (basic) - Alliteration Formation of **nouns** using a range of **prefixes,** such as *super-, anti-, auto-* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. <u>a</u> rock, <u>an</u> open box) **Word families** based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	- Compound/Complex sentences - If, then sentences (intro to modal verbs) - Formal/informal writing (introduction) **Alan Peat Sentences:** 3ed (clause at the start) (page 17) - Simile …like a… …as a… (page 15) Expressing time and cause using **conjunctions** (e.g. when, so, before, after, while, because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present **perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*)	- Apostrophes for omission and possession - Commas for clauses - Inverted commas Inverted commas to **punctuate** direct speech. Use of commas after **fronted adverbials** for time, place and manner e.g. **After lunch,** we will…, **Behind the tree,** the wolf… **Quickly and quietly**, she …	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, determiner
Year 4	- Classes of noun - Comparatives - Superlatives - Connectives/tense agreement - Determiners - Adverbials - Pronouns - Similes (basic) - Metaphors (basic) - Alliteration The grammatical difference between **plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was,* or *I did* instead of *I done*)	- Complex sentences - Subordinate clauses - Subject/verb agreement using singular and plural **Alan Peat Sentences:** - Emotion word, (comma) sentences (page 29) - Verb, person (page 23) - Ad, same ad (page 35) - Double ly ending (page 39) Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition **Fronted adverbials** (e.g. <u>Later that day</u>, I heard the bad news.) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to *the strict maths teacher with curly hair*) Correct use of '**have'** and **'has'** to show possession.	Use of paragraphs to organise ideas around a theme. Appropriate choice of **pronoun** or **noun** across **sentences** to aid cohesion and avoid repetition	- Apostrophes for omission and possession - Commas to clarify meaning - Inverted commas Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation with inverted commas (e.g. *The conductor shouted, "Sit down!"* **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name, the girls' names)* and omission *(e.g. don't, he'll)* Use of commas after **fronted adverbials** for time, place and manner e.g. **After lunch,** we will…, **Behind the tree,** the wolf… **Quickly and quietly**, she …	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, main clause, subordinate clause, fronted adverbial, determiner, pronoun.

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	Word Classes and Effects	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Year 5	• Similes and Metaphors – more descriptive • Alliteration • Onomatopoeia • Classes of nouns Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate, -ise, -ify) **Verb prefixes** (e.g. dis-, de-, mis-, over-, and re-)	• Consolidate subject/verb agreement • Subordinate clauses • Formal/informal – choosing appropriate register • Expanded noun phrases (prepositional phrases, adverbial phrases) **Alan Peat Sentences:** • If, if, if, then sentences (page 27) • Short sentences (page 53) • _____ing, _____ed (page 55) • The more, the more (page 51) • 2 pairs (page 19) **Relative clauses** beginning with *which, with, where, why, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely)	Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	• Apostrophes for possession • Brackets • Bullet points • Ellipses • Colon • Semi-colon • Hyphens Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Punctuation of bullet points to draw attention to important information and list information.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Year 6	• Similes and Metaphors – more descriptive • Alliteration • Onomatopoeia • Classes of nouns • Personification • Synonyms • Antonyms • Revision of all word classes & effects The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing). Know words are related by meaning e.g. **synonyms** (similar meaning) and **antonyms** (opposite meaning).	• Passive/active voice • Consolidate noun phrases • Consolidate sentence fragment **Alan Peat Sentences:** • O. (I.) (page 25) • Imagine 3 examples (p. 59) • Description:Details (p. 21) • 3 bad – (dash) question? (page 37) • Noun, which/who/where (page 31) • Personification of Weather Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*). Expanded **noun phrases** to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it is raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech.	Linking ideas across paragraphs using a wider range of **cohesive devices:** semantic **cohesion:** repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast, or as a consequence),* and **ellipsis.** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	• Apostrophes for possession • Brackets • Ellipses • Colon • Semi-colon • Hyphens Add commas to sentences to clarify meaning – separate clauses. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up.). Use of a colon to introduce a list and a semi colon within a list. Use semi colons, colons and dashes between independent clauses. Use hyphens to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark,* or *recover* versus *re-cover*). Use ellipsis for intentional omission of a word, sentence, section i.e. to create suspense	Active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym

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