|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Moorside Progression in Grammar | | | | | | | |
| EYFS | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Oral | **Written** |
| * *Children are encouraged to use adjective to describe things orally.* | * ***Noun phrases\**** (Write simple phrases and sentences that can be read by others) | * Noun phrases | * Expanded noun phrases | * Expanded noun phrases | * 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*) | * 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*) | * 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*) |
| * *Children are able to use ‘stretchy sentences’ of 5 words or more and use adventurous vocabulary* | * ***Awareness\* that words carry meaning (e.g. noun) and form a sentence.*** | * Replace the subject with a pronoun | * Replace the subject with a pronoun | * Replace the subject with a pronoun | * Appropriate choice or pronoun or noun to aid cohesion within and across sentences | * Appropriate choice or pronoun or noun to aid cohesion within and across sentences | * Appropriate choice or pronoun or noun to aid cohesion within and across sentences |
| * *Children will orally use conjunctions because and and to connect their ideas.* | * ***Co-ordinating conjunctions\* (orally, then written)*** | * Subordinating conjunctions (because) * Co-ordinating conjunctions (and) | * Subordinating conjunctions (when, if , that, because) * Co-ordinating conjunctions (and, but, or, *so\**) | * Subordinating conjunctions (when, if , that, because, as) * Co-ordinating conjunctions (and, but, or, so) | * Subordinating conjunctions (for example when, if , that, because, as, since, however, until) * Co-ordinating conjunctions (and, but, or, so, for, nor) | * Subordinating conjunctions (for example when, if , that, because, as, since, however, until) | * Subordinating conjunctions (for example when, if , that, because, as, since, however, until) |
| * *Children are developing their awareness of tense in their spoken language and the correct tense is modelled when the child is incorrect.* | * ***Past and present tense\* are developing.*** | * Past and present tense are consistent | * Past simple * Past progressive * Present simple (*she is drumming)* * Present progressive (*he was shouting*) | * Past simple * Past progressive * Present simple (*she is drumming)* * Present progressive (*he was shouting*) * Past perfect * Present perfect | * Past simple * Past progressive * Present simple (*she is drumming)* * Present progressive (*he was shouting*) * Past perfect * Present perfect | * Past simple * Past progressive * Present simple (*she is drumming)* * Present progressive (*he was shouting*) * Past perfect * Present perfect | * Past simple * Past progressive * Present simple (*she is drumming)* * Present progressive (*he was shouting*) * Past perfect * Present perfect |
|  | |  | Sentence types:   * Statement * Command * Question * Exclamation | * Sentence types: * Statement * Command * Question * Exclamation | * Sentence types: * Statement * Command * Question * Exclamation | * Sentence types: * Statement * Command * Question * Exclamation | * Sentence types: * Statement * Command * Question * Exclamation |
| * Adverbs | * Express time using: * adverbs (for example, *then*, *next*, *soon*, *therefore*) * prepositions (for example, *before*, *after*, *during*, *in*, *because of*) | * Fronted adverbials | * Fronted adverbials | * Fronted adverbials |
|  | * Introduction to paragraphs as a way to group related material | * Use paragraphs to organise ideas around a theme | |  | | --- | | * Link ideas across paragraphs using adverbialsof time (for example, *later*), place (for example, *nearby*) and number (for example, *secondly*) or tense choices (for example, he *had* seen her before). | | * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis |
| * Headings and sub-headings to aid presentation | * Headings and sub-headings to aid presentation | * Headings and sub-headings to aid presentation | * Headings and sub-headings to aid presentation |
|  |  | * Relative clauses and relative pronouns | * Relative clauses and relative pronouns |
| * Adverbs to indicate degree of possibility (perhaps, surely) * Modal verbs (could, should, might, will, must) | * Modal verbs |
|  | * Subjunctive form |
| * Passive voice (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*). |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Moorside Progression in Punctuation | | | | | | | |
| EYFS | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Emerging Writing | **Formal Writing** |
| * *Children can use a capital letter for the start of their name. \** | * Beginning to use a capital letter and full stop. * Using finger spaces to show an awareness of word structure. | * Finger Spaces * Aa . ! ? * Capital letters for names and personal pronoun ’I’ | * Aa . ! ? | * Aa . ! ? | * Aa . ! ? | * Aa . ! ? | * Aa . ! ? * Ellipsis |
|  | |  | * Commas to separate a list | * Commas to separate a list | * Commas to separate a list | * Commas to separate a list | * Commas to separate a list |
| * Apostrophe for omission and possession (for example, the girl’s name) | * Apostrophe for omission and possession (for example, the girl’s name) | * Apostrophe for omission * Apostrophes to mark plural possession (for example, *the girl’s name*, *the girls’ names*) | * Apostrophe for omission * Apostrophes to mark plural possession (for example, *the girl’s name*, *the girls’ names*) | * Apostrophe for omission * Apostrophes to mark plural possession (for example, *the girl’s name*, *the girls’ names*) |
|  | * Introduction to inverted commas to punctuate direct speech | * Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*) | * Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*) | * Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*) |
| * ***Commas for fronted adverbials (time and place)\**** | * Use of commas after fronted adverbials | * Use of commas after fronted adverbials | * Use of commas after fronted adverbials |
|  |  | Parenthesis:   * Brackets * Dashes * Commas | * Parenthesis: * Brackets * Dashes * Commas |
| * Use of commas to clarify meaning or avoid ambiguity | * Use of commas to clarify meaning or avoid ambiguity |
| * Hyphens | * Hyphens to avoid ambiguity (for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*) |
| * ***Colons in a list \**** * ***Colons to mark boundary between clauses \**** | * Punctuation of bullet points to list information |
|  | Adding Detail:   * Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, *It’s raining; I’m fed up*) |
| Linking:   * Use of the colon to introduce a list and use of semi-colons within lists |
| Terminology: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark, phoneme, grapheme, digraph “special friends” | | **Terminology:**  letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | **Terminology:**  noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | **Terminology:**  preposition, conjunction, word family, prefix, clause, subordinate clause ,direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | **Terminology:**  determiner, pronoun, possessive pronoun, adverbial | **Terminology:**  modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | **Terminology:**  subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |