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| 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*)
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 |
| * *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
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 |
| * *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
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| * 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
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 |
|  |  | * 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)*).
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| 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!”*)
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 |
| * ***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  |