Suggested Grammar Progression

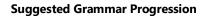|		1	2	3	4	5	6
Word Classes and Phrases	Verbs, adjectives, noun phrases & prepositions	• Use adjectives to describe nouns (orally and in modelled writing) (GDS)	• Introduce the term noun phrase • Expand before the noun using adjectives	• Expand before the noun using adjectives and adverbs • Refine adjective 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*** and quantity 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

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Clauses and Sentences	**Main Causes & Sentence Types**	<u>Write grammatically accurate, simple sentences.</u>	Understand that a sentence contains a subject and a verb and expresses one full idea <u>Identify and use statements, questions, exclamations and commands</u>	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*					
		• <u>Join ideas using **and**</u> • <u>Join main clauses using **and**</u>	• <u>Join main clauses using **but**, **or, so**.</u>	• <u>Use a range of coordinating conjunctions.</u> Continue to use **but**, **or, so.** • Introduce **yet**	• Use a variety of compound sentences to create variety	• Introduce **for** and **nor**	• <u>Use a range of co-ordinating conjunctions effectively across writing</u>
	Subordinating Conjunctions	• Model the use of simple subordinating conjunctions orally	• <u>Use simple subordinating conjunctions e.g.-</u> ***because**, **if**, **when**, **that**.*	• <u>Extend the range of subordinating conjunctions e.g.</u> ***as, while, before, after, until, while (time)***	• Consolidate and extend the range of subordinating conjunctions e.g. ***although, since, even though, though*** • <u>Identify and use main and subordinate clauses</u> • <u>Start to write sentences moving the sub. clause (start/end of the sentence)</u>	• 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	• <u>Consolidate and extend the range of subordinating conjunctions e.g.</u> ***in order that, provided that, supposing*** • Control the use of multi-clause sentences
	Relative clauses					• <u>Use non-defining relative clauses to add information or detail</u>	• 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

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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, which* • 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.***