

## Grammar Progression

	Sentence Construction	Text	Word Structure / Language	Punctuation	Terminology
EYFS	<p><b>Introduce:</b></p> <p><b>Simple sentences</b></p> <p><b>Simple Conjunctions:</b></p> <ul style="list-style-type: none"> <li>● <i>and</i></li> <li>● <i>because</i></li> </ul> <p><b>Re-read what they have written to check that it makes sense. (LIT)</b></p> <p><b>Compound sentences using conjunctions (coordinating conjunctions)</b> <i>and / but</i></p>		<p><b>Introduce:</b></p> <p><b>Adjectives</b> e.g. <i>old, little, big, small, quiet</i></p>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● Finger spaces</li> <li>● Full stops</li> <li>● Capital letters</li> </ul>	<p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● Finger spaces</li> <li>● Letter</li> <li>● Word</li> <li>● Sentence</li> <li>● Full stops</li> <li>● Capital letter</li> </ul>
Year 1	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b></p> <ul style="list-style-type: none"> <li>● Statements</li> <li>● Questions</li> <li>● Exclamations</li> </ul>	<p><b>Sequencing sentences to form short narratives</b></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Adjectives</b> to describe e.g. <i>The <b>old</b> house...</i> <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p>Capital letter for names e.g. person, place, days, months</p> <p>Capital letter for the</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● <b>Punctuation</b></li> <li>● <b>Question mark</b></li> <li>● <b>Exclamation mark</b></li> </ul>

	<p><b>Simple Conjunctions:</b> <i>and, or, but, so, because</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using coordinating conjunctions <i>and, or, but, so</i> e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences</b> using 'because' e.g. <i>I think that he is unhappy <b>because</b> he has a miserable face.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p>		<p><i>dragon slimy snake</i></p> <p><b>Time Conjunctions</b> e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> e.g. <i>dog, dogs; wish, wishes</i></p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> e.g. <i>unkind</i> or <i>undoing</i> e.g. <i>untie the boat</i></p>	<p>personal pronoun I</p> <p>Question marks</p> <p>Exclamation marks</p>	<ul style="list-style-type: none"> <li>• <b>Singular/ plural</b></li> <li>• <b>Adjectives</b></li> </ul>
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	<p><b>Repetition for description</b> e.g.  <i>a lean cat, a mean cat, a green dragon, a fiery dragon</i></p>				
Year 2	<p><b>Sentence Construction</b></p>	<p><b>Text</b></p>	<p><b>Word Structure / Language</b></p>	<p><b>Punctuation</b></p>	<p><b>Terminology</b></p>
	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b></p> <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> <li>• Commands</li> </ul> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b></p> <p><b>Adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i></p> <p><b>Adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using conjunctions: <i>and, or, but, so</i></p> <p><b>Complex sentences (subordination) using:</b> when, if,</p>	<p><b>Consolidate Year 1 list</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress e.g.  <i>She is drumming.</i>  <i>He was shouting.</i></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Expanded noun phrases</b> e.g.  <i>The scary, old woman...</i>  <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g.  Lift the pot carefully onto the tray.  The river quickly flooded the town.</p> <p><b>Generalisers for information</b> e.g.</p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <p><b>Demarcate sentences:</b></p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Exclamation marks</li> </ul> <p><b>Commas</b> to separate items in a list</p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i></p> <p><b>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</i></p>	<p><b>Consolidate Year 1 list</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Apostrophe for contractions and singular possession</b></li> <li>• <b>Comma</b></li> <li>• <b>Compound sentence</b></li> <li>• <b>Suffix</b></li> <li>• <b>Verb</b></li> <li>• <b>Adverb</b></li> <li>• <b>Statement</b></li> <li>• <b>Question</b></li> <li>• <b>Exclamation</b></li> <li>• <b>Command</b></li> <li>• <b>Tense (past, present)</b></li> <li>• <b>Noun</b></li> <li>• <b>Noun phrase</b></li> </ul>

	<p>that, who</p> <p><b>Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>		<p>Most dogs.... Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>		
	<b>Sentence Construction</b>	<b>Text</b>	<b>Word Structure / Language</b>	<b>Punctuation</b>	<b>Terminology</b>
<b>Year 3</b>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points</p> <p><b>Secure use of embellished simple</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduction of paragraphs as a way to group related material.</b></p> <p>Headings and sub-heading to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Dialogue –powerful speech verb</b> e.g. <i>“Hello,” she whispered.</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Use of inverted commas for direct speech</b></p> <p>Use of commas after fronted adverbials e.g. <i>Later that day, I heard the bad news.</i></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● Word family</li> <li>● Conjunction</li> <li>● Preposition</li> <li>● Direct speech</li> <li>● Inverted commas</li> <li>● Prefix</li> <li>● Consonant/ Vowel</li> <li>● Clause</li> </ul>

	<p><b>sentences.</b></p> <p><b>Adverb starters to add detail</b> e.g.  <i>Carefully, she crawled along the floor of the cave....</i>  <i>Amazingly, small insects can....</i></p> <p><b>Adverbial phrases (fronted adverbials)</b> used as a 'where', 'when' or 'how' starter e.g.  <i>A few days ago, we discovered a hidden box.</i>  <i>At the back of the eye, is the retina.</i>  <i>In a strange way, he looked at me.</i></p> <p><b>Prepositional phrases to place the action e.g.</b>  <i>on the mat</i>  <i>behind the tree</i>  <i>in the air</i></p> <p><b>Compound sentences (Coordination)</b> using conjunctions: <i>and/ or / but / so / for /nor / yet</i></p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions</p>	<p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p>	<p><b>More specific/technical vocabulary to add detail</b> e.g.  <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i>  <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b> e.g. <i>auto, super, anti</i></p> <p><b>Word Families based on common words</b> e.g.  <i>teacher –teach</i>  <i>beauty – beautiful</i></p> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b> e.g. <i>a rock, an open box</i></p> <p>Onomatopoeia</p> <p>Similes</p>		<ul style="list-style-type: none"> <li>● Subordinate clause</li> <li>● Synonyms</li> <li>● Fronted adverbial</li> <li>● Onomatopoeia</li> <li>● Similes</li> <li>● Complex sentences</li> </ul>
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	Sentence Construction	Text	Word Structure / Language	Punctuation	Terminology
Year 4	<p>Consolidate Year 3 list</p> <p><b>Introduce:</b></p> <p><b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b>  <b>Long sentences</b> to enhance description or information.  <b>Short sentences</b> to move events on quickly e.g.  <i>It was midnight.</i>  <i>It's great fun.</i></p> <p><b>Start with a simile e.g.</b>  <i>As curved as a ball, the moon shone brightly in the night sky.</i>  <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of compound sentences (Coordination)</b>  using coordinating conjunctions <i>and / or / but / so / for / nor / yet</i></p> <p><b>Develop complex sentences: (Subordination)</b>  <b>Main and subordinate</b></p>	<p>Consolidate Year 3 list</p> <p><b>Use of paragraphs to organise ideas around a theme</b></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition.</p>	<p>Consolidate Year 3 list</p> <p><b>Introduce:</b></p> <p><b>Modal verbs:</b> <i>could, should, would</i></p> <p><b>Comparative and superlative</b> adjectives  e.g.  <i>small...smaller...smallest</i>  <i>good...better...best</i></p> <p><b>Proper nouns</b> refers to a particular person or thing  e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g.  <i>we were instead of we was</i>  <i>or</i>  <i>I did instead of I done</i></p>	<p>Consolidate Year 3 list</p> <p><b>Introduce:</b></p> <p><b>Commas</b> to mark clauses and to mark fronted adverbials</p> <p><b>Full punctuation for direct speech:</b></p> <ul style="list-style-type: none"> <li>● Each new speaker on a new line</li> <li>● Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></li> </ul> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> e.g.  <i>the girl's name</i>  <i>the boys' boots</i></p>	<p>Consolidate Year 3 list</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● <b>Pronoun</b></li> <li>● <b>Possessive pronoun</b></li> <li>● <b>Adverbial</b></li> <li>● <b>Determiner</b></li> <li>● Rhetorical question</li> <li>● Metaphor</li> <li>● Personification</li> </ul>

<p><b>clauses</b> with range of subordinating conjunctions.</p> <p><b>-‘ed’ clauses as starters</b> e.g.  <i>Frightened, Tom ran straight home to avoid being caught.</i>  <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i>  <i>Hopping speedily towards the pool, the frog dove underneath the leaves.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb e.g.  <i>“Hello,” she whispered, shyly.</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Sentence of 3 for description</b> e.g.  <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i>  <i>Rainbow dragons are covered with many different coloured scales, have enormous, red</i></p>		<p>Secure use of similes</p> <p>Metaphor</p> <p>Personification</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i></p>		
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	<i>eyes and swim on the surface of the water.</i>				
Year 5	<b>Sentence Construction</b>	<b>Text</b>	<b>Word Structure / Language</b>	<b>Punctuation</b>	<b>Terminology</b>
	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</b></p> <p><b>Develop complex sentences: (Subordination) Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Devices to build cohesion within a paragraph</b> e.g. then, after that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Empty words</b> e.g. <i>someone, somewhere was out to get him.</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. – <i>ate; –ise; –ify</i></p> <p><b>Verb prefixes</b> e.g. <i>dis–, de–, mis–, over– and re–</i></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● <b>Relative clause</b></li> <li>● <b>Relative pronoun</b></li> <li>● <b>Modal verb</b></li> <li>● <b>Parenthesis</b></li> <li>● <b>Bracket</b></li> <li>● <b>Dash</b></li> <li>● <b>Cohesion</b></li> <li>● <b>Ambiguity</b></li> </ul>



*move.*

*Throughout the night, the wind howled like an injured creature.*

**Editing sentences**

e.g. lengthening or shortening sentence for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects e.g.

*The siren echoed loudly....through the lonely streets ....at midnight*

**Stage directions in speech**

(speech + verb + action) e.g.

*“Stop!” he shouted, picking up the stick and running after the thief.*

**Indicating degrees of possibility using modal verbs e.g. might, should, will, must or *adverbs* e.g.**

*perhaps, surely*

**Sentence of 3 for action e.g.**

*Sam rushed down the road, jumped on the bus and sank into his seat.*

*The Romans enjoyed food, loved marching but hated the weather.*

	Sentence Construction	Text	Word Structure / Language	Punctuation	Terminology
Year 6	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of complex sentences: (Subordination) Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g.  <b>Active:</b> <i>Tom accidentally dropped the glass.</i>  <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i>  <b>Active:</b> <i>The class heated the water.</i>  <b>Passive:</b> <i>The water was heated.</i></p> <p>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.  <i>He's your friend, isn't he?</i>  Or  The use of the <b>subjunctive</b> in some very formal writing and speech as in <i>If I were you.</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed in formal speech or writing</i></p> <p>How words are related as synonyms and antonyms e.g. <i>big/large/little</i></p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely e.g. <i>the boy that jumped</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>  Or  <i>recover</i> versus <i>re-cover</i></p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>● <b>Active and passive voice</b></li> <li>● <b>Subject and object</b></li> <li>● <b>Hyphen</b></li> <li>● <b>Antonym</b></li> <li>● <b>Colon</b></li> <li>● <b>Semi-colon</b></li> <li>● <b>Bullet points</b></li> <li>● <b>Ellipsis</b></li>   <li>● <b><i>Present/past progressive, continuous and perfect</i></b></li> </ul>

			<p><i>over the fence is over there.</i></p> <p><i>The fact that it was raining meant the end of sports day.</i></p> <p><b>Use of tense:</b> <i>present/past progressive, continuous and perfect</i></p>		
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