



Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses



Progression in Grammar, Punctuation and Spelling

- In the Punctuation & Terminology columns, any terms in **bold** are a **statutory requirement** of the National Curriculum in England.
- Terms highlighted in **yellow** are technical grammatical terms that will feature in the grammar tests in England from 2016. These are **additional** to the terms stated in the National Curriculum.

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EYFS Overview				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Introduce: Planning Tool – Narrative Success Sheet</p> <p>Whole class or group retelling of a story</p> <p>Understanding of 7-part story structure</p> <p>Retell simple 7-part story:</p> <p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Messages Instructions Recount</p>	<p>Introduce: Simple sentences</p> <p>Simple connectives <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i></p> <p>-‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Introduce: Determiners the / a my your an this that his her their some all</p> <p>Prepositions: up down in into out to onto</p> <p>Adjectives e.g. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes – using ‘like’</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Year 1 Overview			
Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate EYFS list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations <i>Please be aware that according to DfE rules, for the purposes of the grammar test, exclamation sentences have to begin with 'What' or 'How'!</i></p> <p>Simple connectives: and or but so because so that then that while when where Also as openers: While... When... Where...</p> <p>-ly' openers: Fortunately,...Unfortunately,</p>	<p>Consolidate EYFS list</p> <p>Introduce: Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe: e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using 'as' e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g.</p>	<p>Consolidate EYFS list</p> <p>Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – 'like'</p> <p>Introduce: Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p>

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<p>Sadly...</p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>BOYS sentences Many Questions sentences</p>	<p><i>First, switch on the red Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Verbs Connective Alliteration Simile – ‘as’</p>
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Year 2 Overview

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce: Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ openers e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland.</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Prepositions: behind above along before between after</p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i></p> <p>Generalisers for information, e.g. <i>Most dogs....</i> <i>Some cats....</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list Comma after –ly Opener e.g. Fortunately, Slowly..</p> <p>Speech bubbles /speech marks for direct speech Implicitly understand how to change from indirect speech to</p>	<p>Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce: Apostrophe (contractions and singular possession)</p> <p>Commas for description</p>

<p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions: what/while/when/where/ because/then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description 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>2A Sentence, SIMILE Sentence</p> <p>Ad, same ad Sentence, double ly Sentence, All the W's Sentence, List Sentence, SHORT Sentence (for effect)</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>The consistent use of present tense versus past tense throughout texts.</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress e.g. <i>she is drumming, he was shouting.</i></p>	<p>direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future)</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunctions</p>
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Year 3 Overview			
Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 2 list</p> <p>Introduce: Vary long and short sentences: Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i></p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ opener (fronted adverbials) <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>Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / (coordinating conjunctions)</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Prepositions Next to by the side of in front of during through throughout because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce: Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble ‘Speech marks’ Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description</p> <p>Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs</p>

<p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>-‘ing’ clauses as openers e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description 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 eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue –powerful speech verbs e.g. <i>“Hello,” she whispered.</i></p> <p>3ed Sentences Emotion word, comma Sentences</p>	<p>Nouns formed from prefixes <i>e.g. auto...</i> <i>super...anti...</i> <i>Word Families</i> <i>based on common words</i> <i>e.g. teacher –teach,</i> <i>beauty – beautiful</i> <i>Use of determiners</i> <i>a or an according to whether next word begins with a vowel</i> <i>e.g. a rock, an open box</i></p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>		<p>Tense (past, present, future) Connective Generalisers Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <p>Word family Conjunction Coordinating conjunction Subordinating conjunction Clause Subordinate clause Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Determiner Synonyms Relative clause Relative pronoun Imperative Colon for instructions</p>
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Year 4 Overview

Year 4 Overview			
Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Simile openers e.g. <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>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunctions and / or / but / so / for / yet</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. -‘ed’ clauses as openers 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>Consolidate Year 3 list</p> <p>Introduce: Prepositions at underneath since towards beneath beyond</p> <p>Conditionals could, should, would</p> <p>Comparative and Superlative adjectives e.g. small smaller smallest good better best</p> <p>Proper nouns refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials.</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession e.g. <i>the girl’s name, the boys’ boots</i> as opposed to <i>s</i> to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation: Letter Word Sentence Statement question exclamation command Full stops Capital letter Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon – instructions</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>

<p>Expanded -‘ing’ clauses as openers e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p>Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Verb, person Sentence If, if, if, then Sentence Personification of the weather Sentence ing, -ed Sentence</p>	<p>instead of I done)</p>		<p>Adjective / noun / noun phrase Verb / Adverb</p> <p>Bossy verbs -imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser</p> <p>Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce: Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural Possession</p>
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Year 5 Overview

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded –ed clauses as openers 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>Elaboration of openers using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia</p> <p>Empty words e.g. <i>Someone,</i> <i>somewhere was out to get him.</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. – ate; –ise; –ify</p> <p>Verb prefixes e.g. dis–, de–, mis–, over– and re–</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question</p> <p>Dashes</p> <p>Brackets / dashes /commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation: Sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Inverted commas Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb</p>

<p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs e.g. might, should, will, must or adverbs perhaps, surely</p> <p>2 pairs sentence O.(I.) sentence NOUN, which/who, where sentence 3 bad-(dash) question? sentence P.C. sentence The more, the more sentence Irony sentence</p>			<p>Bossy verbs -imperative Tense (past, present, future) Conjunction / connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce: Relative clause/pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question Tense: present and past progressive;</p>
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Year 6 Overview

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Introduce: Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.</i></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of</p>	<p>Consolidate Year 5 list</p> <p>Introduce: Build in literary feature 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 versus reported, alleged, or 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>Consolidate Year 5 list</p> <p>Introduce: Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>Consolidate:</p> <p>Punctuation: Sentence statement question exclamation command Full stops/ Capitals Question mark Exclamation mark ‘Speech marks’ Direct speech Indirect speech Inverted commas Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis / bracket / dash</p> <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs -imperative</p>

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<p>question tags) e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p> <p>DE:DE sentence Some; others sentence IMAGINE 3: sentence</p>			<p>Tense (past, present, future) Conjunction / connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Rhetorical question Present and past progressive present perfect; past perfect</p> <p>Cohesion Ambiguity Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce: Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis Subjunctive</p>