Progression in Grammar

Year	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
1	Recognise and joining in with predictable phrases	Use the grammatical terminology in English Appendix 2 in discussing their writing and reading	Develop their understanding of the concepts set out in Appendix 2 by: • leaving spaces between words • joining words and joining clauses using 'and' • How words can combine to make sentences Pupils should be taught to recognise sentence boundaries in spoken sentences	Develop their understanding of the concepts set out in Appendix 2 by: • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • separation of words with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.
2	Correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress (eg she is drumming, he was shouting)	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing *The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*	Learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. the blue butterfly • the present and past tenses correctly and consistently including the progressive form • subordination (using	Develop their under standing of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	Learn how to use some features of written Standard English

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			when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for Year 2 in English Appendix			
3/4	Learn the grammar for Years 3 and 4 in English Appendix 2: • Introduction of paragraphs as a way to group related material (Y3) • Use of paragraphs to organise ideas around a theme (Y4) • Headings and sub-headings to aid presentation (Y3) • Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	• Develop their understanding of the concepts set out in Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although • Using the present perfect form of verbs in contrast to the past tense (Y3) • Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) • Using fronted adverbials (Y4) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)	Indicate grammatical and other features by: • Using commas after fronted adverbials (Y4) • Indicating possession by using the possessive apostrophe with plural nouns (Y4) • Using and punctuating direct speech (Y3/4)	*Y3* adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') *Y4* determiner, pronoun, possessive pronoun, adverbial	Standard English forms for verb inflections instead of local spoken forms (for example we were instead of we was or I did instead of I done)

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4	Learning the grammar for Years 5 and 6 in English Appendix 2 • Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (Y5) • Linking ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before (Y5) • 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 (Y6) • Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) (Y6)	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	Develop their understanding of the concepts set out in English Appendix 2 by: • Using passive verbs to affect the presentation of information in a sentence (Y6) • Using the perfect form of verbs to mark relationships of time and cause • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun (Y4) • Indicating degrees of possibility using adverbs or modal verbs (Y5) .	Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing (Y5) • Using hyphens to avoid ambiguity (Y6) • Using brackets, dashes or commas to indicate parenthesis(Y5) • Using semi- colons, colons or dashes to mark boundaries between independent clauses(Y6) • Using a colon to introduce a list (Y6) • Punctuating bullet points(to list information) consistently (Y6)	*Y5* Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity *Y6* subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullets	Develop their understanding of the concepts set out in English Appendix 2 by: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6)

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