

West Road Primary School
Progression in Grammar



YEAR 1

Main teaching focus:
Building the concept of a sentence

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>The concept of a sentence (taught through regular oral sentence imitation activities), including the use of simple subordinating connectives (e.g. <i>because, when</i>)</p> <p>How words can combine to make sentences</p> <p>How and can join words and join sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction of (mainly through reading and teacher modelling of writing) the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (Also model simple proof reading for punctuation.)</p> <p>Capital letters for names of people, places, days of the week and for the personal pronoun <i>I</i></p> <p>Awareness of speech marks when appropriate in reading</p>	<p>word, sentence, letter</p> <p>capital letter, full stop, punctuation</p> <p>singular, plural</p> <p>question mark, exclamation mark, vowel, consonant</p>

Revision of:

- the terms and meaning of singular, plural, vowel, consonant
- the appropriate use of capital letters
- proof reading for capitals and full stops

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Use of <i>a/an</i> according to whether a word begins with vowel or consonant</p>	<p>Introduction of subordination (ie. complex sentences) using <i>when, if, that, because;</i> and coordination (compound sentences) using <i>or, and, but</i> <i>NB. Terminology not expected to be used by pupils.</i></p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Proof reading to check sentences make sense</p>	<p>The consistent use of present tense versus past tense throughout texts – oral practice before writing</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>Imitation of simple text layouts for presenting non-fiction information texts</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Introduction of speech marks to punctuate direct speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Use of bullet points to list information and instructions</p>	<p>verb, tense (past, present)</p> <p>adjective, noun</p> <p>apostrophe, comma bullet points</p> <p>the term 'suffix' to be introduced</p>

Revision of:

- *suffixes –s, -es, -ing, -ed, -ness, -ful*
- *positive/comparative/superlative e.g. happy, happier, happiest*
- *prefix un-*
- *the concept of and the writing of a sentence as either a statement, command, question or exclamation*
- *how to proof read own writing for sentence demarcation, sense and correct use of capital letters*
- *consistent use of past and present tense*
- *commas in lists*
- *use of bullet points*
- *apostrophes for contractions*
- *complex and compound sentence structures as introduced in Year 2*
- *use of a/an according to whether a word begins with vowel or consonant*

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Word families based on common words</p> <p>Introduction of the grammatical difference between plural and possessive –s</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Appropriate use of nouns or pronouns to avoid ambiguity and repetition</p> <p>Identifying main and subordinate clauses in complex sentences.</p> <p>Use of adverbs to begin a sentence (e.g. <i>Suddenly...</i>, <i>Carefully...</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</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 we can check what he said.</i>)</p>	<p>Further work on speech marks to punctuate direct speech</p> <p>Use of commas after a subordinate clause at the beginning of a sentence (e.g. <i>Although it was raining, we went out to play.</i>)</p> <p>Introduction of apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Teach when to use/not to use an apostrophe for it's/its</p>	<p>word family</p> <p>conjunction, adverb, preposition</p> <p>direct speech, inverted commas (or 'speech marks')</p> <p>prefix</p> <p>consonant, vowel</p> <p>clause, subordinate clause</p>

Revision of:

- *pupil terminology from Year 3 word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause*
- *complex sentences using conjunctions such as when, while, because, unless, although*
- *identifying main and subordinate clauses in complex sentences*
- *use of commas after a subordinate clause at the beginning of a sentence*
- *how to proof read own writing for sentence demarcation, sense and correct use of capital letters*

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>The grammatical difference between plural and possessive –s</p> <p>Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</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> instead of <i>I done</i>)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. <i>Hurriedly, she put all the ingredients into the bowl. With great care, he picked up the egg; In December I shall go to London; Behind the dustbin. I found a little black dog.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Introduction of devices to build cohesion (e.g. <i>then, after that, this, firstly</i>)</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Continuation of work on speech marks to punctuate direct speech including use of commas</p> <p>Consolidation of apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas for 'drop ins' (e.g. <i>Mrs Jones, our teacher, is amazing.</i>)</p> <p>Use of commas after a subordinate clause at the beginning of a sentence (e.g. <i>Although it was raining, we went out to play.</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>pronoun</p> <p>adverbial</p>

Revision of

- how to proof read own writing for sentence demarcation, sense and correct use of capital letters
- complex sentences using conjunctions such as *when, while, because, unless, although*
- understanding of terms: *suffix, pronoun, adverb, adverbial, conjunction, preposition; main clause, subordinate clause*
- different forms of sentence – *statement, question, command, exclamation*
- *apostrophes*
- use of commas in lists, after a subordinate clause at the beginning of a sentence; *after fronted adverbials; when punctuating direct speech*
- verb prefixes (e.g. *dis-, de-, mis-, over- and re-*)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Use of appropriate determiner for precision (e.g. <i>It was the night... That was the night... This was the night.....</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, why, or whose</i></p> <p>Use of words that indicate degrees of possibility (e.g. modal verbs such as <i>might, should, will, must</i> or adverbs such as <i>perhaps, surely</i>) NB. Most relevant when teaching persuasive arguments, balanced discussion, debate etc.</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>bracket, dash</p> <p>determiner</p> <p>cohesion</p> <p>ambiguity</p>

Revision of:

- use of commas; use/misuse of the apostrophe
- punctuating direct speech
- terms: conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, main clause, subordinate clause
- bracket, dash, determiner, cohesion, ambiguity
- how to proof read own writing for sentence demarcation, sense and correct use of capital letters

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<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</i> in formal speech or writing)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>The boy who jumped over the fence is over there</i>, or <i>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 question tags (e.g. <i>He's your friend, isn't he?</i>)</p> <p>The use of the subjunctive in some very formal writing and speech (e.g. <i>It is important that you be here for the next meeting; If only it were true; Far be it from me</i>) NB. <i>If and when appropriate for more able pupils/in context</i></p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</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>active and passive voice</p> <p>subject and object</p> <p>synonym</p> <p>hyphen</p> <p>colon, semi-colon</p>