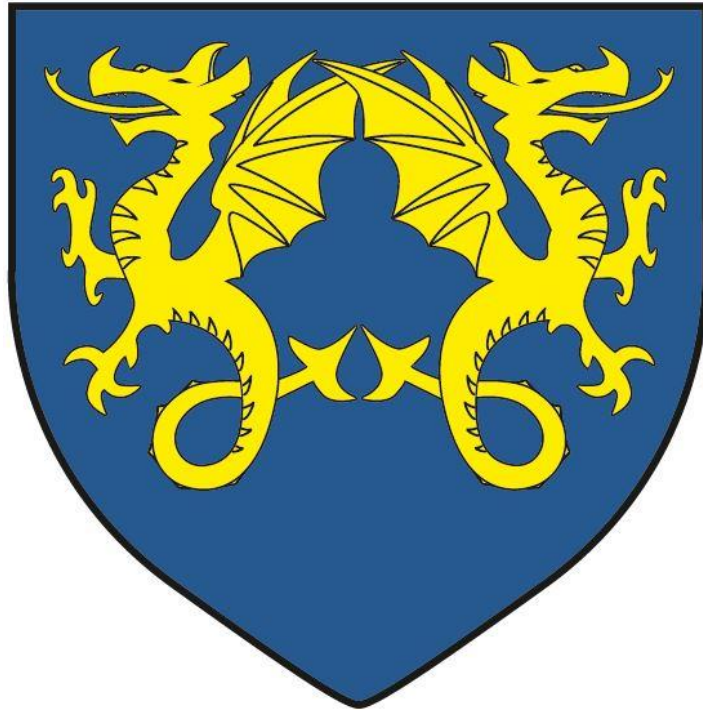


English Grammar Progression Policy



Introduction

This document is intended to provide pupils, staff and parents with a shared understanding of how grammar is taught at Dore Primary School.

Secure knowledge of grammar allows children to express themselves clearly and creatively through their writing. In practice, grammar is not taught in isolation but as part of our 'writing sequence'. Children will be taught to identify grammatical features of a good example of the type of text they are preparing to write. They will then practise new grammatical skills after specific instructions and modelling. They will then have the opportunity to use these techniques in their writing.

This document provides parents with examples and definitions so that when your child comes home from school and says that they learnt about 'compound sentences with co-ordinating conjunctions', you will be able to use the document to understand exactly what they have been learning.

It gives examples of how we teach concepts in school and gives ideas for practising writing at home.

It has been divided into four sections to show clear progression. Your child's class teacher will be able to inform you of your child's attainment. It is also helpful to look back at earlier stages to review previous learning.

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Word Classes

To support children to learn new words and concepts we use a school-wide colour code.

verb

**Verbs are doing or action words.
(This includes 'to be' and 'to have').**



run



jump



talk

noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl

pronoun

Pronouns are used to replace nouns or other pronouns.

I we it

they you

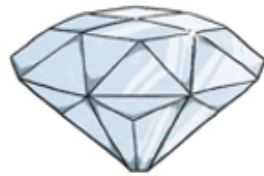
he/she his/hers

adjective

Adjectives describe nouns or pronouns.



delicious
cake



sparkly
diamond



beautiful
flower

adverb

Adverbs modify verbs, adjectives, or other adverbs.



she shouted
loudly



he ate
slowly

preposition

Prepositions link nouns, pronouns and phrases.



The crab lives
under the rock.



I will meet you
at 11 o'clock.

across

of

on

against

throughout

determiner

A word that goes before a noun to clarify which particular example of the noun you are referring to.

a

my

one

those

the



many

their

Can you give me **those** bananas?

twenty

coordinating conjunctions

Join two or more sentences, main clauses or words.

They give both equal importance.

for

and

nor

but

or

yet

so



I like strawberries but I prefer apples.



subordinating conjunctions

Join a subordinate clause to a main clause. Subordinate clauses need a main clause for it to make sense.

if

since

as

when

because

although

while

after

before

until

After I eat lunch, I will play football.



EYFS

Understand the difference between **letters** and **words**.

Understand that words are separated with **finger spaces**.

Year 1

Nouns: to name something such as people, animals, things, places, emotions or thoughts. Nouns can be preceded by 'a' or 'the'.

butterfly pirate dice ball child dream

Verbs: doing or action words, (this includes 'to be' and 'to have').

run jump talk

Adjectives: describe nouns or pronouns.

delicious sparkly beautiful

Verbs in the **past** and **present tense** (regular and irregular).

ran/run jumped/jump talked/talk

Sentences must contain a **noun** and a **verb**.

Singular and plural **nouns** (regular and irregular).

butterfly/butterflies pirate/pirates ball/balls child/children

Year 2

Pronouns: used instead of nouns: he, she, it.

Tom ran home. ~~Tom~~ **He** fell over!

The owl saw the mouse and ate ~~the mouse~~ **it**.

Adverbs: used to add detail to a verb.

shouted **loudly** ate **slowly**

Verbs in the progressive form of the past and present tense.

Progressive past: shows a past action that lasted for a period of time using 'was' or 'were'.

I was **talking** / you were **talking**.

Progressive present: shows on-going action that has been progressing for a period of time using 'am', 'are' or 'is'.

I am **asking** / She is **asking** / They are **asking**.

Sentence types: There are four types of sentences.

Statements: the most common type of sentence that give a fact, idea or opinion.

The bear climbed the tree.

You can find shells on the beach.

Exclamations: sentences that always start with **what** or **how**, contain a noun and a verb, and end with an exclamation mark.

What big feet you have!

How lovely it is to see you!

Other sentences can use exclamation marks when they are exciting or dramatic but would not be called exclamatory sentences.

Questions: a sentence that asks for a response should have a **question mark**. The most common words to start a question sentence are: who, what, when, where, why and how.

How are you? Where shall I put the milk? What is that noise?

Commands: a sentence giving instructions. They usually start with an **imperative verb**.

Chop the onions.

You must **see** this film!

Tie the knot tightly.

Year 3

Perfect form of the **verb**.

Past perfect: shows an action that began and ended in the past using 'had'.

I had **asked** / She had **asked**.

Present perfect: shows an action that began in the past and has just ended using 'have' or 'has'.

I have **asked** / She has **asked**.

First and third person **pronouns**:

First: I, me, we, us

I went to the shops. The dog barked at **us**.

Third: he, she, it, him, her, they, them

She went to the shops. The dog barked at **them**.

Year 4

Subject noun - statement sentences have a subject **noun** that is carrying out the verb.

Goldilocks ate all of the porridge.

Speeding through the tunnel, the **train** whistled.

Year 5

Determiners - a word that goes before a **noun** to clarify which particular example of the noun you are referring to: **a, my, the, one, those, many, their, twenty.**

Relative pronouns: used to add a relative clause (See clauses below) that adds information to a noun:

who - a person

which - animals, objects or ideas

where - places

when - times

whose - possession

that - people, animals or objects

Modal **verbs** to show the possibility of a verb being carried out: will, would, should, could, may, can, shall, ought to, must, might.

It **might rain** tomorrow.

We **could ride** our bikes.

You **must try** these!

Adverbs used to modify **adjectives** or other **adverbs**

It was **strangely** quiet. (the adverb modifies the adjective)

He is **almost** **always** busy. (the adverb modifies another adverb)

Punctuation and layout

Year 1

Use **finger spaces** between words.

Capital letters for I, names and start of sentences.

Full stops to mark the end of statement sentences.

Year 2

Capital letters for **proper nouns**: the title/name of a person, place or thing: **Hassan**, **America** or **Radiohead**.

It is useful to understand that titles are capitalised in the following manner: **Toy Story**; **The Lion, the Witch and the Wardrobe** or **The Spice Girls**.

Question marks to show sentences are questions.

Exclamation marks to show sentences are exclamations or to show a strong emotion (just because a sentence has an exclamation mark this does not necessarily mean it is an exclamatory sentence).

Apostrophes for omission: show where letters have been removed from a contracted word:

it's	she's	who's	I'm	you're	we're	they're	I've	we've
would've	he'd	I'll	you'll		who'll	isn't	hasn't	can't
			couldn't		won't	didn't		

Apostrophes for possession (singular): usually adding 's:

girl's book tiger's teeth film's start

Where you have a plural noun that ends in s, just add the apostrophe:

This is the boys' playroom. My parents' house is a lovely old one.

Where a name already ends in an s, you should add an apostrophe or an apostrophe and an additional s. Both are correct but must be consistently used:

James' coat or James's coat

Pronouns never have possessive apostrophes.

Year 3

Inverted commas (also known as speech marks) to show direct speech. The exact words spoken are contained within inverted commas:

“I love this!” Simone cried. Simone cried, “I love this!”

One visitor asked, “Do pandas eat meat?”

“Do pandas eat meat?” one visitor asked.

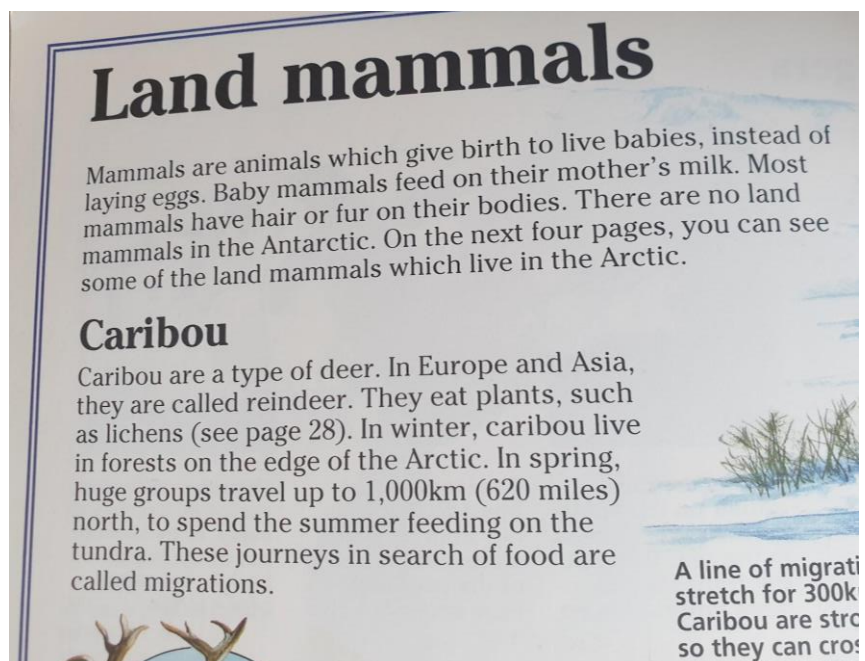
Other punctuation for direct speech will be learnt in Year 4.

Paragraphs on a single theme. Start a new paragraph when describing a new time period, setting, person or topic. Usually shown by missing a line. If children forget this, they can use their red pen to add //.

Headings and **subheadings** to organise text, especially non-fiction.

Headings are the main title of a page, section or chapter. In newspapers they are called headlines.

Subheadings are used to subdivide a text, especially non-fiction, into sections on a single theme. They summarise the following paragraph(s) and help the reader find something.



Year 4

Punctuating **direct speech**: capital letters and commas

- Inverted commas surround the spoken words.
- The first letter of the speech has a capital letter.
- Start a new line when the speaker changes.
- A punctuation mark (comma, question mark or exclamation mark) always separates the dialogue from the reporting clause.
- If there is a starting reporting clause, use a comma before the first inverted comma.

For example:

The doctor said, "See me next week." (*The doctor said is the reporting clause*)
"No problem," I replied. (*I replied is the reporting clause*)

Apostrophes for possession (regular and irregular plural):

girls' book	tigers' teeth	films' start	men's
	sheep's	children's	

Year 6

Parenthesis extra information added to a sentence using **brackets**, **dashes** or **commas**. Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.

In general:

- Use **brackets** when you want your parenthesis to stand out clearly and it comes with its own extra punctuation, such as an exclamation mark.
- Use **dashes** when you want your writing to sound more chatty and informal.
- Use **commas**, when your writing is more formal and you haven't already used lots of commas in your sentence - adding a parenthesis with even more commas could make your sentence look messy!

Brackets, dashes or **commas** (punctuation that we use to help us add those extra words) are sometimes called **parentheses**. Notice the slight difference in spelling.

If the addition is at the end of the sentence, only the first **dash** or **comma** is needed, however **two brackets** are always used.

Hyphens are used to join connected words or parts of words.

Hyphens are often needed to show which word modifies another; this is often true when more than one word is used to modify another:

big-hair society red-faced farmer man-eating shark

Phrases

Phrases are groups of words that do not contain a verb (when a verb is included the group of words becomes a clause).

Year 2

Expanded noun phrases are groups of words that contain a **noun** and other words that describe it. In Year 2, these additional words are usually **determiners** and **adjectives**.

the **fast** car a **bright** smile our **fun** party

Year 3

Prepositions / prepositional phrases: describes a noun's position in space or time.

Prepositions are words used to describe a noun's location or timing: on, in, over, under, next, below, after, inside, through, during.

The crab lives **under** the rock. The sun rose **in** the morning.

Prepositional phrases describe a noun's location or timing including a preposition:

by the sea below the ground across the street

Adverbial phrases / fronted adverbials

Like **adverbs**, **adverbial phrases** describe **verbs** but use more than one word to create a phrase.

He **walked angrily off the stage**.

The monkey **howled as loudly as it could**.

The plane **circled through the clouds** as its engine spluttered.

Fronted adverbials are a special type of **adverbial phrase**. They go at the beginning of a sentence and are separated with a comma. For example:

Later that day, he woke up.

As quick as a flash, the mouse shot back to its hole.

Year 5

Building on the **expanded noun phrases** learnt in Year 2 to present information concisely, using not only **determiners** and **adjectives**, but also **prepositional phrases** and other descriptions:

the **fast** car **behind the** lorry

a **bright** smile like a diamond

our **fun** party **on** Tuesday

Clauses, Conjunctions and Commas

EYFS

Simple sentences (and the ability to spot 'non-sentences') with capital letters and full stops.

I can hear an owl.

He fell.

A dog ran up the hill.

Year 1

Compound sentences using the **co-ordinating conjunction and**.

I let the dog go **and** it ran away.

Year 2

Compound sentences using **co-ordinating conjunctions** such as **and, or, but, so**. Understanding that these sentences will have two clauses each with a **verb** and a **noun**.

The children played on the swings **and** they slid down the slide.

Spiders can be small **or** they can be large.

Charlie hid **but** Sally found him.

It was raining **so** they put on their coats.

Commas to separate items in a list.

We ate cheese, crisps and an apple.

Bobby, Ailysa, Rose and Amjad went to the park.

Complex sentences using **subordinating conjunctions** such as **when, if, because**.

The dragon roared when the knight approached.
Nisa trembled because she had never been so afraid.

Year 3

Extending the range of sentences with more than one **clause** by using a wider range of **conjunctions**, including: **before, after, if, although, however**.

I love to go on holiday abroad **however** I know flying is bad for the environment.

Although he thought he was safe, he stayed awake all night.

While the animals were munching breakfast, two visitors arrived.

During the autumn, **before** the weather gets cold, they build shelters.

Use of **commas** after **fronted adverbials**.

Early that morning, he was up and ready for action.

Without warning, the bear struck with a vicious swipe.

By the light of the moon, they danced and danced.

Year 4

Comma after the reporting clause when writing **direct speech**.

Billy announced, "I am going home!"

Quietly, he whispered, "Don't touch anything."

"It's lovely," she sighed, "but I can't afford it right now."

Commas to separate items in description and action list:

Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water.

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

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

Colons to introduce lists.

For the trip, you will need the following items: a hat, sun-cream and a towel.

We saw these animals in the woods: blackbirds, squirrels and rabbits.

Year 5

Relative clauses and use of **commas** (for non-defining relative clauses): the comma follows the **noun** when adding the relative clause using a **relative pronoun**.

She lives in **Oslo**, **which** is the capital of Norway.

That's the **robot**, **which** attacked me earlier.

Maisie, **who** scored the winning goal, collected the trophy.

Brackets, dashes or **commas** to indicate parenthesis.

I miss seeing Amelia, my best friend, every day.

Winston Churchill, the Prime Minister, ordered the attack.

Use of **commas** to clarify meaning or avoid ambiguity.

Let's eat, Dad! *(Rather than: Let's eat Dad)*

They found silver, swords and jewels. *(Rather than: They found silver swords and jewels.)*

Nellie, who can't tie her laces, is always falling over. *(Clarifies with a reason)*

Changing location of **adverbial phrases** using **commas**.

Exhausted by so much effort, poor Tim ran home.

Poor Tim, exhausted by so much effort, ran home.

Poor Tim ran home, exhausted by so much effort.

The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Recognised by purple spots, the lesser known Bristol dragon is rarely seen.

Year 6

Use of the **semi-colon**, **colon** and **dash** to mark the boundary between independent clauses.

It's raining; I'm fed up.

A whale is not a fish: it is a warm-blooded mammal.

The children all agreed: they wanted pizza for tea.

Use **semi-colons** within lists.

I have been to Newcastle in the North; Bristol in the South; and Cromer, Norwich and Lincoln in the East.

Non-negotiables

Composition

	Start of Y1	End of Y1, Start of Y2	End of Y2 Start of Y3	End of Y3 Start of Y4	End of Y4 Start of Y5	End of Y5 Start of Y6	End of Y6
To organise writing appropriately To use paragraphs	Write sentences that can be read by others.	Write sequences of sentences.	Write different kinds of sentences: statements, questions, exclamations and commands. Group ideas into paragraphs.	Write paragraphs with different themes. Sequence paragraphs. Punctuate direct speech correctly.	Use paragraphs to signal change in time, scene, action, mood or person.	Vary the order of clauses.	Use the active and passive voice (understand the subject and object of a sentence).
To use sentences appropriately		Use conjunctions to join sentences.	Use adjectives. Use sub-and co-ordination. Use correct verb tenses.	Use adverbs. Use prepositions. Use the correct person.	Vary the way sentences begin. Use fronted adverbials (with commas).	Use relative clauses. Use modal verbs or adverbs to indicate degrees of possibility.	Make changes in formality.

Transcription

To present neatly	Write name with correct upper and lower case.	Use a consistent size for upper and lower case letters. Use finger spaces.	Join letters.	Work on personal handwriting target to achieve pen license.			
To spell correctly		Spell most high frequency words correctly.	Use suffixes and prefixes. Spell common exception words.	Spell correctly often misspelt words.	Use the correct common homophones.	Use hyphens to join words.	
To punctuate accurately		Use capital letters (start sentences and for 'I'). Use full stops.	Use question marks. Use exclamation marks. Use commas in a list. Use apostrophes in contracted words.	Use capital letters for proper nouns. Use the possessive apostrophes. Use inverted commas.	Use pronouns to avoid repetition. Use colons to introduce lists.	Use semi-colons. Use colons to separate clauses. Use commas to separate clauses and avoid ambiguity. Use brackets to show parenthesis.	Use hyphens to avoid ambiguity. Use dashes and commas to show parenthesis.