| Whole School Grammar and Punctuation Progression |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \hline \text { Updated } \\ & 2022 \\ & \hline \end{aligned}$ | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Word Class |  |  |  |  |  |  |
| $\begin{aligned} & \text { Z } \\ & \text { 을 } \\ & \text { ज } \end{aligned}$ | Noun <br> Noun phrases | Noun <br> Noun phrases (Moving from generic to specific) | Proper noun Concrete noun | Proper noun Concrete noun Collective noun | Proper noun Concrete noun Abstract noun Collective noun | Proper noun <br> Concrete noun <br> Abstract noun <br> Collective noun <br> A compound noun is made up of two or more words that can either be: spaced - washing machine <br> hyphenated - mid-September <br> closed - bedroom |
|  | Determiner + noun + adjective | ```Determiner + noun + adjective determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)``` | Determiner + noun + adjective + prepositional phrase | Determiner + noun + adjective + prepositional phrase <br> (Increasing complexity of vocab choices) | Determiner + noun + adjective + prepositional phrase <br> (Increasing complexity of vocab choices) | Determiner + noun + adjective + prepositional phrase <br> (Increasing complexity of vocab choices) |
| 0 0 0 0 0 $\vdots$ $\vdots$ | Write a simple sentence starting with a personal pronoun <br> I, he, she, we | Personal pronouns: <br> I, he, she, we, they, it, you |  | Possessive pronouns: yours, mine, theirs, ours, hers, his, its | Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing <br> Relative pronouns: who, that, which, when, where, whose, whom | Relative pronouns: who, that, which, when, where, whose, whom |
|  | (Increasing complexity of vocab choices) | (Increasing complexity of vocab choices) | (Increasing complexity of vocab choices) | (Increasing complexity of vocab choices) | (Increasing complexity of vocab choices) | (Increasing complexity of vocab choices) |


| $\begin{aligned} & \frac{>}{2} \\ & \frac{2}{6} \\ & \frac{D}{7} \\ & \hline \end{aligned}$ |  | Adverbs to describe where, when, how or why <br> (Mainly how/where/when) | Time Reason Manner Place | Time Reason Manner Place | Time Reason Manner Place Frequency | Time Reason Manner Place Frequency |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | FRONTED ADVERBIALS: <br> Time <br> Reason <br> Manner <br> Place <br> Use of comma after | FRONTED ADVERBIALS: <br> Time <br> Reason <br> Manner <br> Place <br> Frequency <br> Use of comma after | FRONTED ADVERBIALS: <br> Time <br> Reason <br> Manner <br> Place <br> Frequency <br> Use of comma after |
|  |  |  |  |  | who, that, which, when, where, whose, whom | who, that, which, when, where, whose, whom |
|  |  |  |  | Modal verbs: could, should, would | Verb Type Level of possibility, indicate ability, show obligation or give permission. <br> can, could, may, might, must, ought to, shall, should, will, would | Verb Type Level of possibility, indicate ability, show obligation or give permission. <br> can, could, may, might, must, ought to, shall, should, will, would |
|  |  |  |  |  |  | Verb Type <br> Express wishes, hopes, commands, demands or suggestions |
|  | up, down, in, into, out, to, onto, under, inside, outside, above | behind, above, along, before, between, after | next to, by the side of, in front of, during, though, throughout, because of | $\checkmark$ | $\checkmark$ | $\checkmark$ |


| $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & \frac{0}{3} \\ & \frac{3}{3} \\ & \frac{0}{n} \end{aligned}$ | Definitine/indefinite articles: the <br> a <br> an <br> my <br> your <br> his <br> her <br> (Do not need to know term) | most <br> some <br> all <br> many <br> much <br> more <br> (Do not need to know term) | Definite/indefinite articles Numbers Demonstrative | Specific determiners: their, whose, this, that, these, those, which <br> Definite/indefinite articles Quantifiers Number Possessive adjectives Demonstrative | Definite/ indefinite articles <br> Quantifiers <br> Number <br> Distributive <br> Possessive adjectives <br> Demonstrative <br> Defining | Defining/ indefinite articles <br> Quantifiers <br> Number <br> Distributive <br> Possessive adjectives <br> Demonstrative <br> Defining |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Because | Because <br> When <br> If <br> That | Because <br> When <br> That <br> Until <br> Even though <br> If <br> Before <br> After <br> While <br> So <br> (Conjunction in the middle of the sentence) | Because <br> When <br> That <br> Until <br> Even though <br> If <br> Before <br> After <br> While <br> So | Because <br> When <br> That <br> Until <br> Even though <br> If <br> Before <br> After <br> While <br> So <br> (Conjunction used in varying <br> places within the sentence) | Because <br> When <br> That <br> Until <br> Even though <br> If <br> Before <br> After <br> While <br> So |
|  | BOA <br> But <br> And <br> Or | $\begin{aligned} & \text { BOA } \\ & \text { But } \\ & \text { Or } \\ & \text { And } \end{aligned}$ | For <br> And <br> Nor <br> But <br> Or <br> Yet <br> So | For And Nor But Or Yet So | For And Nor But Or Yet So | For And Nor But Or Yet So |
| Vocabulary Choices |  |  |  |  |  |  |
|  |  |  | Synonyms for verbs such as said or go | Find synonyms of words to up-level sentences and give a greater effect | $\checkmark$ | $\checkmark$ |
|  |  |  | Pattern of three for persuasion: <br> Fun. Exciting. Adventurous! | $\checkmark$ | $\checkmark$ | A sentence that lists three actions, with the final two clauses separated by a conjunction |



| $\begin{aligned} & 0 \\ & 0 \\ & 0 \\ & \frac{0}{3} \\ & \stackrel{\rightharpoonup}{0} \\ & \frac{0}{0} \\ & \frac{0}{0} . \end{aligned}$ |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Verb + noun |  | Verb + noun + adjective | Verb + noun + adjective | Verb + noun + adjective | Verb + noun + adjective |
|  |  |  |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  |  |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |


| $\begin{aligned} & \stackrel{0}{2} \\ & \stackrel{\rightharpoonup}{0} \\ & \frac{0}{0} \\ & \hline 0 \end{aligned}$ |  |  |  |  | Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly) | Conjunctions to signpost and create cohesion within a text: <br> - order of sequence <br> - time conjunctions <br> - additional ideas <br> - space and place <br> - contrasting <br> - exemplification <br> - results <br> - to summarise |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. <br> Say who said the words and place what the next person says on the next line. | Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letter and punctuation is needed between the inverted commas. <br> New speaker, new line. Add an adverb to describe the manner in which the words were said. | Use inverted commas accurately with punctuation Start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas. <br> Also include reporting clause in middle of speech. | Use inverted commas accurately with punctuation Start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas. <br> Also include reporting clause in middle of speech. <br> Use inverted commas that show who is speaking and divide two separate sentences: |
|  | First person (I and we), second person (you) and third person (he, she) |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
|  | Question | Statement Command Exclamation Question | Statement <br> Command <br> Exclamation <br> Question | Statement Command Exclamation Question | Statement <br> Command <br> Exclamation Question | Statement Command Exclamation Question |
|  |  |  | Know that pronouns, nouns and proper nouns can all be the subject of a sentence | Know that pronouns, nouns and proper nouns can all be the subject of a sentence. <br> Identification of subject | Active and passive voice | Active and passive voice |


|  |  |  | Clause contains a verb and a phrase does not | Independent clause <br> Dependent clause <br> Main clause <br> Subordinate clause | Independent clause <br> Dependent clause <br> Main clause <br> Subordinate clause <br> Embedded clause <br> Relative clause | Independent clause <br> Dependent clause <br> Main clause <br> Subordinate clause <br> Embedded clause <br> Relative clause |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \overrightarrow{0} \\ & \frac{0}{0} \\ & \underset{\sim}{0} \end{aligned}$ | Past simple Present simple | Past simple <br> Past progressive <br> Present simple <br> Present progressive | Past simple <br> Present simple <br> Past progressive <br> Present progressive <br> Past perfect <br> Present perfect <br> Future simple | Past simple <br> Present simple <br> Past progressive <br> Present progressive <br> Past perfect <br> Present perfect <br> Future simple | Past simple <br> Present simple <br> Past progressive <br> Present progressive <br> Past perfect <br> Present perfect <br> Future simple | Past simple <br> Present simple <br> Past progressive <br> Present progressive <br> Past perfect <br> Present perfect <br> Future simple |

