St Uny C of E Academy
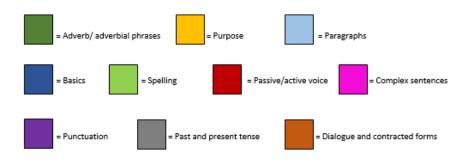# Grammar, Punctuation and Organisation Progression Plan

Grammar teaching and learning should take place in writing lessons and discrete grammar lessons. This learning should take the form of games, mini whiteboard activities and mini reading activities. The 'GRAMMARISTICs' should be used as a tool for all grammar teaching and learning.

Children should be given lots of opportunities to explore grammar in a variety of ways with a focus on practical learning.

This learning should then be reinforced and applied during sentence stacking lessons, independent writing and across the curriculum.

The language in this plan should be used in the teaching of grammar and children should become confident using the relevant terms. The language should then be reflected in key vocabulary displays in classrooms. Support can be found in The National Literacy Strategy Grammar for Writing – corresponding unit and page numbers have been given.

This plan is cumulative. To be working at a level, children should demonstrate the key features of previous levels in their writing also.

■ = Adverb/ adverbial phrases	■ = Purpose	■ = Paragraphs
■ = Basics	■ = Spelling	■ = Passive/active voice	■ = Complex sentences
■ = Punctuation	■ = Past and present tense	■ = Dialogue and contracted forms

let your light shine
matthew 5:16

aspire
academy trust

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word structure (Grammaristics)		Regular plural noun suffixes – *s* or *-es* [for example, *dog, dogs; wish, wishes*], including the effect of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. *helping, helped, helper*) How the prefix *un-* changes the meaning of the verbs and adjectives [negation, for example, *unkind*, or undoing: *untie the boat*]	Formation of nouns using suffixes such as *-ness, -er* and by compounding [for example, *whiteboard, superman*] Formation of adjectives using suffixes such as *-ful, -less* (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use the suffixes *-er, -est* in adjectives and the use of *-ly* in Standard English to turn adjectives into adverbs	**Revision:** - Revision of verbs (pg 34, unit 1) - Past and present tense (pg 36, unit 2) - 1st, 2nd, 3rd person verbs (pg 60, unit 14) Formation of nouns using a range of prefixes [for example *super-, anti-, auto-*] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, *a rock, an open box*] Word families based on common words, showing how words are related in formand meaning [for example, *solve, solution, solver, dissolve, insoluble*]	**Revision:** - Powerful verbs (pg 78, unit 22) - Adjectives (pg 86, unit 26) The grammatical difference between plural and possessive *-s* (pg 54, unit 11) Standard English forms for verb inflections instead of local spoken forms [e.g. *we were* instead of *we was*, or *I did* instead of *I done*] (pg 74, unit 20 / pg 76, unit 21)	Converting nouns or adjectives into verbs using suffixes [e.g. *-ate; -ise; -ify*] (pg 94, unit 30) Verb prefixes [e.g. *dis-, de-, mis-, over-,* and *re-*]	**Revision:** - Prefixes and suffixes The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. *find out – discover; ask for – request; go in – enter*] pg 102, unit 33 / pg 138, unit 49 How words are related by meaning as synonyms and antonyms [e.g. *big, large, little*]
Sentence structure 1.Sentence organisation (Grammaristics)	**Understand what a sentence is.** - identify where a sentence starts and ends. - read a sentence pausing for full stops. - understand that a full stop shows the end of a sentence. - identify the difference between lower case and upper case letters. **Compose simple sentences** -orally and in writing. -use full stops and capital letters. **Understand what a word is.**		**Understand the difference between a compound sentence and a simple sentence.** - identify simple sentences and compound sentences when reading. - change simple sentences in -compound sentences by adding conjunctions - know and use the conjunctions and, but, so, or and their purpose. - extend simple sentences into compound sentences when given a conjunction to do so.- identify conjunctions and, but, so, or in reading. **Use some subordination within writing** - use the words when, if, that and because to add extra information to sentences.	**Understand the difference between a compound sentence and a simple sentence.** (see expansion of point in Year 2) **Begin to understand what a complex sentence is** - understand what a main clause is. -identify main clauses within a complex sentence. - identify subordinate clauses in the final position. - identify subordinate clauses in final position when reading. - add subordinate clauses in final position to main clauses to make complex sentences. - use the words which, when, where, while, whilst, if, that, because to add subordinate	**Understand the differences between simple, compound and complex sentences.** -identify the 3 types of sentences in reading. - sort and categorise the 3 types of sentences. - identify the components of the different sentences (see previous years).	**Be confident in using subordinate clauses/relative clauses in beginning, final and embedded positions within a complex sentence.** **Begin to use a variety of lengths of sentences for effect** - short sentences for tension and suspense - questions for suspense. - one word sentences - rhetorical questions - power of 3. **Understand how to use embedded clauses (subordinate clause and relative clause in middle of sentence) and subordinate clauses/relative clause at the beginning of complex sentences.**	**Be confident in using subordinate clauses/relative clauses in beginning, final and embedded positions within a complex sentence.** -experiment with change order of sentence for effect. - explain why have used certain complex sentence organisation. -use all 3 types of complex sentences in writing. -write sentences with more than one subordinate clause. **Change order of sentences for effect.** -experiment with one word subordinate clauses to start sentences. **Use a variety of sentence lengths for effect.** (see Year 5 for development)

				clauses to the end of main clauses.		-explore moving the subordinate clause around to the 3 different positions in a complex sentence. - add subordinate clauses to main clauses in different positions. -explore adding embedded clauses using three types of punctuation: dashes, commas and brackets.	**Active and passive sentence structure** - write in active and passive tense - change tense from one to the other - link use of tenses to levels of formality in writing **Subjunctive Mood** -use formal structure of subjunctive mood within writing If I were… Were we to… If it were possible…
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
2. Conjunctions (Grammaristics)		Use the word 'and' to link sentences together. -orally join sentences and in writing. Write compound sentences using 'so', 'and', 'but' 'or' to join sentences together.	Write compound sentences using 'so', 'and', 'but' 'or' to join sentences together. Use the subordinating conjunctions because, if, that and when to explain reasons within a sentence. Use the word 'when' in sentences to explain 'when' something happened. Use commas before co-ordinating conjunctions in a compound sentence.	Begin to use subordinating words which, where, when to add extra information to sentences. Join sentences together with the conjunctions and, but, so, or, also, as. Use subordinating conjunctions because, if, which, when, where, while, whilst, that to add subordinate clauses to complex sentences. Use commas before co-ordinating conjunctions in a compound sentence.	Join sentences together with the conjunctions from Year 3 and 'for' 'yet' 'nor'. Develop use of subordinating conjunctions to include since, until, whenever, who to add subordinate clauses. Use commas before co-ordinating conjunctions in a compound sentence.	Use a range of conjunctions to write compound sentences. Develop use of subordinating conjunctions to include although, though, despite, in spite of, unless. Use relative clauses in writing- who, when, which, whose, that or an omitted relative pronoun. Understand what a relative pronoun is.	Use a range of conjunctions to write compound sentences. Use a wide range of subordinating conjunctions accurately and for best effect.
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
3. Conjunctions as connectives (Grammaristics)	Begin to use the time conjunctions: 'next',' then', 'and, 'once', 'now'' in a variety of writing. -orally tell a continuous story or recount using the above time conjunctions -add conjunctions to put sentences in time order. - understand meaning of time conjunctions through role play. - follow instructions which include the conjunctions.		Use a range of time conjunctions in writing: then, next, after, afterwards, before, suddenly, lastly, in the end, soon, later, first. Begin to use causal conjunctions to show cause and effect in sentences: because, if, so then.	Develop range of time conjunctions in writing further: finally, whilst, eventually, after a while, earlier, meanwhile, during, currently. Develop a range of causal conjunctions (cause and effect, indicating result) in	Develop a wide range of time conjunctions: meanwhile, during, currently. Develop a wide range of causal conjunctions (cause and effect, indicating result) - as a result, due to, in order, although.	Use a wider range of time conjunctions: -Currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently. Use a wide range of causal conjunctions (cause and effect, indicating result) : -consequently, subsequently, nevertheless, despite that Use a wide range of logical conjunctions in writing. -Moreover, consequently, accordingly, furthermore, on the	

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				writing further- since, therefore, for, even though. **Begin to use logical conjunctions (linking) to link ideas together-** finally, also, first, then, however, therefore. **Use conjunctions to link sentences. Become confident in using conjunctions to link ideas within paragraphs.**	**Use logical conjunctions (linking) to join ideas together:** --in conclusion, for example, besides, nevertheless **Confidently use conjunctions to link ideas within paragraphs.** **Use time conjunctions to link paragraphs together.** - identify links in reading -improve writing, adding connectives to make links -choose appropriate links which follow on from previous paragraph.	other hand **Choose correct, appropriate and effective connectives for specific purposes.** **Use time conjunctions and logical conjunctions to link paragraphs together.** -identify links in reading -improve writing, adding conjunctions to make links -choose appropriate links which follow on from previous paragraph	

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4. Types of sentences **(Grammaristics)**		**Identify and write different types of sentences.** - statements -questions -commands - exclamations	**Identify and write different types of sentences.** - statements -questions -commands - exclamations **Write exclamation sentences starting with how and what.** **Use contractions for informal speech.**	**Identify and write different types of sentences.** - statements -questions -commands - exclamations **Write exclamation sentences starting with how and what.** **Understand and recognise that dialogue can be written informally.** **Write informal speech in narrative.** Introduce the present perfect tense and past perfect tense - understand the verb 'to be' and use to create perfect tense writing.	**Identify and write different types of sentences.** - statements -questions -commands - exclamations **Write informal speech in narrative.** **Use contractions for informal speech.** **Use question tags at the end of sentences for informal writing.** - *He's your friend, isn't he?*	**Identify and write different types of sentences.** - statements -questions -commands - exclamations **Use formal speech and language where appropriate.** -recognise range of different informal and formal writing. Formal: subjunctive, passive voice, technical vocab. Informal: contracted forms, questions tags, passive use of get, informal speech. Introduce the present and past progressive tenses -Understand the verb 'to have' and use to create progressive tense in writing **Confidently use the present/past perfect tense.**	**Identify and write different types of sentences.** - statements -questions -commands - exclamations **Use formal speech and language where appropriate.** -recognise range of different informal and formal writing. Formal: subjunctive, passive voice, technical vocab, starting sentences with modal verbs, abstract nouns used as a subject in the sentence, personal pronoun 'one', nominalisation for effect. Informal: contracted forms, questions tags, passive use of get, informal speech, multi-word verbs, second person to address the reader, vernacular language. **Understand and use both**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							the present/past perfect and progressive tense and develop use of the perfect-progressive tense.
5. Sentence starts **(Grammaristics)**		**Use a range of different pronouns to start sentences as well as names.** - understand what pronouns are and their purpose. - link correct pronoun to correct verb.	**Understand how to start sentences in different ways** - adjectives - question words - prepositions (e.g. under, above, on top etc.) - time conjunctions	**Understand how to start sentences in different ways** - adjectives - question words - prepositions (e.g. under, above, on top etc.) - time conjunctions **Start sentences with adverbs and adverbial phrases** (e.g. silently, the boy walked… quietly, they crept down the corridor) and use commas correctly after the adverbials. **Start sentences with adverbials of time** (e.g. at the beginning of the day, while the sun was setting)	**Start sentences with verb phrases and clauses** - ed and ing words and clauses (e.g. Walking slowly Bob, …. Exhausted, Emma…) **Start sentences with phrases that explain when and where** (e.g. In the middle of the jungle, As the moon rose in the sky)	**Start sentences with similes** (e.g. As quiet as a mouse, Tom crept down the stairs, Like a lion, Lily screamed…) **Start sentences with why and how phrases** - Why phrases- because, as, in order to, to (e.g. Because he was rushing… In order to cross the road…) -How phrases- with, in, ed words, ing words, similes (e.g. with his hands in his pockets,… in a flurry of excitement, …)	**Use a range of sentence starts confidently and for effect.** **Think about changing the order of sentences to emphasise certain information.** e.g. starting with emotion words.
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6. Descriptive vocabulary **(Boomtastics)**		**Use of basic adjectives to describe nouns** - colour - size - simple emotions **Identify onomatopoeia and alliteration in reading.** -Play alliteration games -Make up alliteration rhymes.	**Use a range of adjectives to describe nouns and verbs.** **Understand what a noun phrase is and use in writing with correct commas.** **Develop word banks of alternative adjectives for basic sizes** (e.g. big, small, tall, thin) **Understand what an adverb is and its purpose.** **Create collections of adverbs and begin to use in writing.** -role play actions according to adverbs	**Use a range of adjectives, adverbs, alliteration, powerful verbs and onomatopoeia in writing.** **Understand what a noun phrase is and use in writing with correct commas.** **Understand what powerful verbs are.** -develop banks of powerful verbs for basic actions (e.g. walk, smile,) -begin to use in writing. **Start to develop word banks of synonyms for said and use in writing.** **Begin to use thesaurus to**	**Use of range of adjectives, adverbs, powerful verbs, onomatopoeia, synonyms for said and similes.** **Understand that not all adverbs end in ly and identify those that don't.** **Understand what a noun phrase is and use in writing with correct commas.** **Use a thesaurus to develop appropriate synonyms for a range of vocabulary.** **Understand what personification is** - identify in reading - begin to use in fiction writing	**Use of range of adjectives, adverbs, powerful verbs, synonyms for said, similes and personification in writing.** **Understand that not all adverbs end in ly and identify those that don't.** **Use a thesaurus to develop appropriate synonyms for a range of vocabulary.** **Understand what metaphors are** - identify in reading - begin to use in fiction writing **Develop an increased**	**Use of range of adjectives, adverbs, powerful verbs, similes, personification and metaphors in writing.** **Choose appropriate words for effect.**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Begin to use alliteration and onomatopoeia in writing.	develop synonyms for key words e.g. size, emotions, adverbs, adjectives. Understand what similes are - create similes word banks for basic adjectives and adverbs (e.g. as big as… as quick as…) - begin to use basic similes in writing	Develop an increased emotional vocabulary.	emotional vocabulary. Indicate degrees of possibility using adverbs -perhaps, surely, extremely, likely, rarely Identify and use modal verbs to indicate degrees of possibility.	
Punctuation **(Grammaristics)**	Use capital letters and full stops to show the beginning and end of a sentence.	Use capital letters, full stops, question marks and exclamation marks. - identify question and exclamation marks in reading. - Read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. Capital letters for names and the personal pronoun 'I'	Use capital letters, full stops and question marks and exclamation marks. - identify question and exclamation marks in reading. - read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. Understand the purpose of commas, identify in reading and use them when writing lists. - lists of verbs - lists of adjectives etc. Understand the two reasons of apostrophe use (omission and possession) and use within writing - insert missing apostrophes - identify apostrophes in reading - use apostrophes in writing Write expanded noun phrases with correctly used	Use capital letters, full stops and question marks and exclamation marks. - identify question and exclamation marks in reading. - read questions and exclamation marks with expression - understand the purpose of question marks and exclamation marks. Understand the purpose of commas, identify in reading and use them when writing lists -lists of verbs -lists of adjectives etc. Use commas after fronted adverbials Use inverted commas to indicate direct speech - identify inverted commas in reading - insert missing inverted commas -use in writing	Understand the purpose of ellipsis and use in writing to create suspense and tension. Use commas to mark clauses in complex sentences and use in writing - know the 3 different rules for commas with subordinate clauses in beginning, embedded and final position. - place missing commas in given subordinate clauses - correct mistaken commas in subordinate clauses - notice commas rules in reading - understand why commas are needed for pauses after subordinate clauses. Understand all the speech rules and use in writing - new speaker, new line - punctuation within inverted commas - commas at end of speech	Begin to use subordinate clauses to add detailed speech tags to speech .(e.g. "Hello" whispered Fred, holding his breath, in case the monster heard him) Use brackets, dashes and commas for parenthesis. Understand how brackets and dashes can be used to add extra information. Use a single dash to add extra information to a sentence. Understand and use commas and semi-colons to write a list. Understand the purpose of a hyphen and begin to use hyphenated words in writing. Use punctuation of bullet points to list information.	Use a full range of punctuation including brackets, dashes, colons, semi colons and hyphens. -identify in reading -understand purpose. Use commas grammatically accurately in complex sentences. Adapt speech, so that speech verbs and tags appear before, in the middle and at the end of direct speech. Use semi-colons and colons to mark the boundary between independent clauses and continue to use within lists. Use hyphens to link words to avoid ambiguity. Use punctuation of bullet points to list information. Use a single dash to add extra information to a sentence.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			commas. **Begin to use inverted commas to indicate direct speech** - identify inverted commas in reading - insert missing inverted commas - use in writing	**Begin to add adverbs to speech verbs** (e.g. whispered softly, screamed violently) **Write expanded noun phrases with correctly used commas.** **Understand the two reasons of apostrophe use (omission and possession) and use within writing.**			**Use brackets, dashes and commas for parenthesis.**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure and organisation (Grammaristics)	**Write sentences that make sense.** - organise jumbled sentences. - read sentences back to self. **Begin to write a piece of text in chronological order.**	**Begin to follow a planning structure to plan texts (fiction)** **Write sentences that make sense.** - organise jumbled sentences. - read sentences back to self. **Write texts in chronological order.**	**Follow a given planning format to plan texts (Fiction)** **Write texts in chronological order.** **Write sentences that are grammatically accurate** -correct verb and pronoun agreement -correct past tense words e.g. caught, ran etc. Begin to understand the difference between past and present and tense and when they should be used. - identify past tense words - identify present tense words Identify progressive forms of present and past tense to show action. Write a piece of writing consistently in past tense or present tense.	**Follow a given planning format to plan texts (Fiction and Non- fiction)** **Write sentences that are grammatically accurate** -correct verb and pronoun agreement -correct past tense words e.g. caught, ran etc. Write a piece of writing consistently in past tense or present tense. **Understand the difference between direct and reported speech.** -identify both types of speech in reading -write direct speech as reported speech. -begin to use reported speech in writing. Begin to understand what paragraphs are -identify paragraphs in reading -mark start and end of paragraphs	**Follow a given planning format to plan texts (Fiction and Non- fiction)** **Begin to understand and remember the features of all different fiction genres and non-fiction text types.** **Use reported speech in the correct text types and context.** Understand the different reasons to change paragraphs Ti = time P = place To = Topic P = Person S = Speech -identify in reading -use to split texts with no paragraphs -use in own writing. Write paragraphs which have a lead sentence and then develop extra information -develop paragraphs around a given main sentence -identify main sentence in	**Begin to develop own appropriate planning formats for fiction and non-fiction texts.** **Understand and remember the features of all different fiction genres and non-fiction text types.** **Use reported speech in the correct text types and context.** **Use time conjunctions to link paragraphs together.** **Link ideas across paragraphs together using adverbials of time, place, number and tense.** **Be able to shift between informal, formal and back again once within a piece of writing.**	**Continue to develop own appropriate planning formats for fiction and non-fiction texts.** **Understand and remember the features of all different fiction genres and non-fiction text types.** **Confidently use both direct and reported speech in writing.** **Use time conjunctions and logical conjunctions to link paragraphs together.** **Use a variety of different length paragraphs for effect.** **Use a wider range of cohesive devices to link ideas across paragraphs** -repetition of words, adverbials, ellipsis. **Be able to manage repetitive shifts between formal and informal writing within and across texts.**

				Begin to use paragraphs in own non-fiction writing -group sections by topic Identify progressive forms of present and past tense to show action. Sequence ideas within writing in a logical order. -explain choice of writing order - use sub headings and headings	paragraphs - write own main sentence and development paragraphs.		
	Year R	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Grammatical Vocabulary Children should use the relevant terms and understand their meaning.	letter word sentence capital letter	letter word sentence capital letter full Stop punctuation question mark exclamation mark singular plural	**Noun** **Noun phrase** **Statement** **Question** **Exclamation** **Command** **Compound** **Suffix** **Adjective** **Adverb** **Verb** **Tense (past/present)** **Apostrophe** **Comma** **past progressive** **present progressive** **contraction** **possessive apostrophe** **coordinating conjunction** **subordinating conjunction** **comparative** **superlative**	**Preposition** **Conjunction** **Word family** **Prefix** **Clause** **Subordinate clause** **Direct speech** **Consonant** **Consonant letter vowel** **Vowel letter** **Inverted commas (speech marks)** **Expanded noun phrase** adverb article past perfect present perfect adverbial direct speech common noun collective noun abstract noun phrase clause	possessive noun possessive pronoun possessive adjective regular verbs irregular verbs determiner fronted main clause subordinate clause simple sentence compound sentence complex sentence	modal verb relative pronoun relative clause bracket dash hyphen colon semi-colon ellipsis homophone homonym embedded clause formal informal standard English non-standard English cohesion ambiguity simple sentence compound sentence complex sentence bullet point Indirect/reported speech	infinitive active passive subjunctive synonym antonym subject object dash hyphen colon semi-colon ellipsis bullet points

GRAMMAR

A — Adverbs and Adverbial phrases

Elastics
- How? carefully
- Where? over the bridge
- When? at midnight
- How often? hardly ever
- Why? obviously

B — Basics

Nouns (Pronoun, Proper Noun)
Verbs (auxiliary verb, modal verb)
Adjectives
Adverbs
Prepositions
Articles
Phrases
Conjunctions

C — Complex Sentences

Subordinating Clauses 'ing' 'ed' 'ly'
- 'ed' ending words as clause starters e.g. mortified, trapped
- 'ly' ending words as clause starters e.g. cautiously, nervously
- 'ing' ending words as clause starters e.g. glancing, wishing
- Embedded clauses e.g. who, which, that, what, whose, whom, when.
- Conjunction + two or more verbs within the sentence

D — Dialogue and Contracted Forms

Use speaker's original words in inverted commas to mark beginning and end of speech
- More - the story on
- Make - intrigue/ interest
- More - about a character

Learn 75 contracted forms (contractions to be taught through direct speech as informal)

STRUCTURE AND STYLE

P — Purpose

Engagement Devices
- Questions
- Data
- Impact Line

Structure
- Headings
- Sub-Headings
- Fact splats

P — Paragraphs

Change of
- time
- place
- event
- person

Block Method
- cohesion within Paragraph linking phrases, clauses, sentences.

P — Passive or Active Voice

Active
Subject + verb + rest of idea
e.g. Charlie broke the window

Passive
Verb acts on subject
e.g. The window was broken

P — Past and Present Tense

Verbs
Consistent use of Present tense
vs
past tense

Identify verb chains
e.g. have been dreaming

P — Punctuation

All punctuation types
e.g.
- inverted commas
- possessive apostrophe
- contractions
- semi-colon, colon, dash
- bullet points
- hyphens

FANTASTIC

- **F** Feeling
- **A** Asking
- **N** Noticing
- **T** Touching
- **A** Action
- **S** Smelling
- **T** Tasting
- **I** Imagining
- **C** Checking

Grammar Rainbow

The Training Space
Events · Consultancy · Publications

© Jane Considine 2014