

Grammar progression map

	Word	Sentence	Text	Punctuation	Terminology
Year one	<p>Plural noun suffixes +s es (e.g. dog – dogs; wish, wishes.</p> <p>Suffixes that can be added to verbs – helped, helper, helping</p> <p>Adding prefixes to verbs and adjectives and how this changes the meaning e.g. ing, ed, er, un</p>	<p>How words can be combined to make sentences.</p> <p>Joining sentences with the conjunction and.</p>	<p>Sequencing sentences to produce short narratives.</p>	<p>Using spaces to separate words.</p> <p>Capital letters</p> <p>Full stops</p> <p>Questions marks</p> <p>Exclamation marks</p> <p>Capital letters for names and personal pronoun I.</p>	<p>Letter</p> <p>Capital letters</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>
Year two	<p>Formation of nouns using suffixes e.g. ness, er</p> <p>Formation of adjectives using suffixes e.g. full, less (see year two spelling appendix for more examples).</p> <p>Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.</p>	<p>Expanded noun phrases for description and specification.</p> <p>To distinguish between, command, exclamation, statement and question.</p> <p>Subordination (when, if, that, because) and coordination (or, and, but).</p>	<p>Correct and consistent use of past and present tense through writing (ed and irregular)</p> <p>Use of the continuous forms of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p>	<p>Use commas to separate items in a list</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Apostrophes to mark singular possession in nouns (e.g. The cow's nose).</p> <p>Apostrophes for omission (contraction don't = do not)</p>	<p>Noun</p> <p>Noun phrase</p> <p>Adjective</p> <p>Verb</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Apostrophe</p> <p>Tense (past and present)</p> <p>Comma</p>

Grammar progression map

Year three	<p>Formation of nouns using a range of prefixes e.g. super, anti, auto</p> <p>Use of determiners a and an according to whether the next word begins with a vowel or consonant (e.g. An owl or A bear).</p> <p>Word families based on common words (e.g. medicine – medical, paramedic, medication).</p>	<p>Express time, place and cause using: conjunctions (e.g. when, so before, after, while, because)</p> <p>Adverbs (e.g. then, next soon, therefore)</p> <p>Prepositions (e.g. before, after, during, in, because of).</p> <p>Subordinate clauses e.g. I met my wife in London, where she grew up.</p> <p>Expanded noun phrases.</p>	<p>Paragraphs to group related material</p> <p>Headings and subheading to aid presentation.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Preposition</p> <p>Conjunction</p> <p>Word family</p> <p>Adverb</p> <p>Direct speech</p> <p>Inverted commas</p> <p>Clause</p> <p>Subordinate clause</p> <p>Prefix</p> <p>Vowel</p> <p>Consonant letter</p> <p>Determiner</p>
Year four	<p>The grammatical differences between plural and possessive s (e.g. snake becomes snakes and the snake's tongue need an apostrophe because it shows ownership).</p> <p>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).</p>	<p>Fronted adverbials (e.g. Later that day, all of a sudden, before sunrise).</p> <p>Appropriate choice of noun or pronoun within and across sentences to avoid repetition and aid cohesion (e.g. Mary rode her bike and she fell off it.)</p> <p>Expanded noun phrases.</p> <p>Subordinate clauses.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of noun or pronoun within and across sentences to avoid repetition and aid cohesion (e.g. Mary rode her bike and she fell off it.)</p>	<p>Use of inverted commas to punctuate direct speech.</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).</p> <p>Use of commas after fronted adverbials.</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Fronted adverbial</p> <p>Comma</p>
	<p>Converting nouns or adjectives into suffixes (e.g. ate, ise, ify).</p>	<p>Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun</p>	<p>Linking ideas across paragraphs using adverbials of time (e.g. later), place</p>	<p>Brackets, dashes or commas to indicate parenthesis (extra</p>	<p>Relative clause</p> <p>Modal verb</p> <p>Relative pronoun</p> <p>Bracket</p>

Grammar progression map

Year five	<p>Verb prefixes (e.g. dis, de, mis, re).</p> <p>How words are related by meaning of synonyms and antonyms.</p>	<p>(e.g. The girl, who had brown hair, played fairly).</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, could, will) and adverbs (e.g. surely, perhaps).</p>	<p>(e.g. nearby), or number (e.g. secondly).</p> <p>Using devices to build cohesion within a paragraph (e.g. then, after that, firstly).</p>	<p>information that disrupts the flow of a sentences).</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Parenthesis</p> <p>Synonyms</p> <p>Antonyms</p>
Year six	<p>The difference between vocabulary typical of informal speech and vocabulary typical of formal speech and writing (e.g. said verses reported).</p> <p>How words are related by meaning of synonyms and antonyms.</p> <p>Punctuation of bullet points in a list.</p>	<p>Use of passive to affect the presentation of information in a sentence (e.g. I broke the window in the green house verses the greenhouse in the window was broken).</p> <p>The differences between structures typical of informal speech and formal speech writing.</p> <p>The use of subjunctive in some formal writing)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices (e.g. not repeating the same word or phrases).</p> <p>Layout devices such as headings, subheadings, bullet points, columns.</p>	<p>Use of the semi colon, colon and dash to mark boundary between independent clauses (e.g. it is raining; I'm fed up).</p> <p>Use of the colon to introduce a list.</p> <p>Hyphens to avoid ambiguity (e.g. man eating shark verses man-eating shark).</p>	<p>Active and passive</p> <p>Subject and object</p> <p>Hyphen</p> <p>Semi colon</p> <p>Colon</p> <p>Synonym</p> <p>Antonym</p> <p>Bullet points</p>