

Bowmandale Primary School Progression in Grammar Document



Straight... True... Successful

Year 1

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To re-read their writing to check that it makes sense and to independently begin to make simple changes. To read their writing aloud clearly enough to be heard by others.	To understand how word are combined to make sentences. To use simple sentence structures. To use the joining word 'and' to link words and clauses. (conjunction) To begin to form simple compound sentence structures. To use adjectives to describe.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families'.	To use capital letters for names, places, days of the week and the personal pronoun 'I'. To use finger spaces. To begin to use capital letters at the start of sentences. To use full stops to end sentences. To begin to use question marks and exclamation marks.	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark

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Year 2

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To write narratives about personal experiences and those of others (real and fictional). To write simple poetry. To write for different purposes. To plan or say out loud what they are going to write about, including writing down ideas and/ or key words and new vocabulary. To encapsulate what they want to say sentence by sentence. To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher or other pupils. To re-read to check that their writing makes sense and that the correct tense is used throughout. To read aloud what they have written with appropriate intonation to make the meaning clear. To proof read to check for errors in spelling, grammar and punctuation.	To use the present and past tenses correctly and consistently (including the progressive form of verbs in the present and past tense eg she is drumming, he was shouting). To form sentences with different forms: statement, question, exclamation, command. To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To use some features of written Standard English. To use co-ordination (or/ and/ but). To use some subordination (when/ if /that/ because). To use expanded noun phrases to describe and specify (eg the blue butterfly).	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.	To use the full range of punctuation taught in KS1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks - commas to separate items in a list - apostrophes to mark singular possession and contractions	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense Apostrophe Comma

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Year 3

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To begin to use ideas from their own reading and modelled examples to plan their writing. To discuss and record ideas. To proof read their own and others' work to check for spelling and punctuation errors and to make improvements. To begin to organize their writing into paragraphs around a theme. To compose and rehearse sentences orally. To demonstrate an increasing understanding of the purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction eg headings and sub headings). To make ambitious word choices to add detail. To begin to create settings, characters and plots in narratives.	To try to maintain the correct tense throughout a piece of writing with accurate subject/ verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	To use the full range of punctuation from previous year groups. To begin to punctuate direct speech using inverted commas.	Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (or speech marks)

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Year 4

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organize their writing into paragraphs around a theme to aid the reader. To proof read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To assess the effectiveness of their own and others' writing and suggest improvements. To suggest changes to grammar and vocabulary to improve consistency. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. To use fronted adverbials.	To increase the legibility, consistency and quality of their handwriting eg by ensuring that the down strokes of letters are parallel and equidistant and that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	To understand the grammatical difference between plural and possessive 's'. To use all the necessary punctuation in direct speech, including a comma after the reporting clause. To consistently use apostrophes for plural possession. To use commas after fronted adverbials.	Determiner Pronoun Possessive pronoun Adverbial

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Year 5

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To plan their writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proof read work and remove unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs and build cohesion within a paragraph. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organization and layout devices for a range of purposes and audiences. To proof read their work for spelling and punctuation errors and to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action.	To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task eg quick notes or a final handwritten version.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity

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To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.				
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Year 6

<i>Planning/ Writing and Editing</i>	<i>Sentence Construction</i>	<i>Handwriting and letter formation</i>	<i>Punctuation</i>	<i>Terminology</i>
To note down and develop initial ideas, drawing on reading and research where necessary. To use further organizational and presentational devices to structure text and to guide the reader. To use a wide range of devices to build cohesion within and across paragraphs. To habitually proof read for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. To select vocabulary and grammatical structures that reflect what the writing requires. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To use layout devices to structure text.	To ensure the consistent and correct tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To link ideas across paragraphs using a wider range of cohesive devices.	To write legibly, fluently and with increasing speed.	To use hyphens to avoid ambiguity. To use semi-colons, colons or dashes to mark boundaries between independent clauses. To use a colon to introduce a list. To use a semi-colon within a list. To punctuate bullet points consistently. To use an ellipsis to link ideas.	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points