

## Grammar and Punctuation Progression

The focus of our English writing curriculum at Woolhampton is ‘writing for a purpose’. Our teaching centres on the fact that to write effectively for an intended audience, children must be able to use grammar and punctuation effectively. This progression plan is designed in a way so that we can ensure that by the end of KS2, children have a secure understanding of what constitutes a grammatically correct and effective piece of writing. The children will also develop a solid understanding of how the grammar and punctuation used will vary according to the purpose of the text and intended audience. The aim is that children will be able to recognise, understand, select and use the appropriate grammar and punctuation to be able to write effectively across a wide range of writing genres. Proof reading and editing will form an essential part of the writing process and the children will learn how to review and improve the grammar and punctuation used to improve the clarity and meaning of their work.

Year	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Terminology children should recognise and be able to use	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound adjective, verb, adverb, suffix, tense (past and present) apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas, consonant letter, vowel letter.	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points
Sentence structure overview	Understand how words combine to make sentences Leave spaces between words Write a main clause (simple sentence with a subject and a verb) Write multi-clause sentences joined with the coordination conjunction ‘and’	Understand that a simple sentence consists of a main clause. Understand that a clause has to have a subject and a verb Identify the subject and verb in a single clause sentence Be able to write more detailed sentences and multi-clause sentences.	Understand that sentences can be made more complex by adding another clause. Understand that conjunctions should be used to add another clause – address the misconception that commas can be used to separate clauses (at this stage commas should only be used for lists and after fronted adverbials). Limit sentences to two clauses. Be able to express time, cause and place within a sentence.	Understand that sentences can be made more complex by adding another clause. Understand that conjunctions should be used to add another clause (not commas) Introduce the concept that there are different sorts of clauses (main and subordinate) and these are joined with different conjunctions (coordinating and subordinating) Limit sentences to two clauses.	Introduce relative clauses and relative pronouns Identify whether a clause is a main clause or subordinate clause Identify whether conjunctions are coordinating or subordinating Introduce that sometimes certain punctuation can be used to separate clauses (in addition to conjunctions), but commas should not be used.	Recognise and use relative clauses and relative pronouns Identify whether a clause is a main clause or subordinate clause Identify whether conjunctions are coordinating or subordinating Use of punctuation to separate independent clauses (in addition to conjunctions) Control the formality of sentences by selecting appropriate verb forms and grammatical devices
Text structure	Form short narratives	Form longer narratives Show awareness of writing for a purpose	Growing awareness of text types and how the style of writing varies across these Use of paragraphs to group information Use of headings and sub headings to aid presentation	Able to identify and use different text features across different genres of writing More consistent use of paragraphs to organise ideas Writing becoming more cohesive within paragraphs	Greater awareness of the purpose of the text and what the audience requires Able to use appropriate vocabulary and grammar depending on the purpose An increasing range of cohesive devices is used to aid cohesion within and across paragraphs	Writing shows good awareness of the purpose and audience through the appropriate selection of vocabulary and grammar Writing is cohesive throughout with a good range of cohesive devices used Writing reflects the level of formality required
Editing	In discussion with the teacher children can		Children can independently review a piece of work and			
Conjunctions	Coordinating conjunctions to join words and clauses (and)  Subordinating conjunctions (because)	Coordinating conjunctions (and, but, or)  Subordinating conjunctions (when, if, that, because)	Coordinating conjunctions (for, and, nor, but, or, yet, so)  Subordinating conjunctions (including when, if, because, although)	Coordinating conjunctions (for, and, nor, but, or, yet, so)  Subordinating conjunctions (a range of different ones). Varying position in sentence.	Coordinating conjunctions (for, and, nor, but, or, yet, so)  Subordinating conjunctions (a range of different ones). Varying position in sentence.	Coordinating conjunctions (for, and, nor, but, or, yet, so)  Subordinating conjunctions (a range of different ones). Varying position in sentence.
Noun phrases	Noun phrases	Expanded noun phrases for description and specification Be able to identify the noun and adjective and use in their writing	Expanded noun phrases to be able to identify the noun and adjective and use in their writing	Expanded noun phrases To be able to identify the determiner, noun and adjective and use in their writing To be able to add preposition phrases to expand the noun phrase further	Expanded noun phrases To be able to distinguish the noun phrase in a sentence and identify its components Use to convey complicated information concisely	Expanded noun phrases To be able to distinguish the noun phrase in a sentence and identify its components Use to convey complicated information concisely
Relative clauses					Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun
Tenses	Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
Sentence types (understand how the grammatical patterns indicate the function)		Use and correctly punctuate the following sentence types: statement, command, question, exclamation	Use and correctly punctuate the following sentence types: statement, command, question, exclamation	Use and correctly punctuate the following sentence types: statement, command, question, exclamation	Use and correctly punctuate the following sentence types: statement, command, question, exclamation	Use and correctly punctuate the following sentence types: statement, command, question, exclamation
Adverbs and prepositions		Use adverbs to modify verbs in a sentence	Adverbials including fronted adverbials.	Adverbials including fronted adverbials.	Adverbials	Adverbials

			Use to conjunctions, adverbs and prepositions to express time and cause	Use conjunctions, adverbs and prepositions to express time and cause	Use adverbials of time, place and number to build cohesion across paragraphs Adverbs to indicate possibility (e.g. perhaps)	Use adverbials of time and place to build cohesion Adverbs to indicate possibility (e.g. perhaps)
Modal verbs					Use modal verbs to indicate degrees of possibility	Use modal verbs to indicate degrees of possibility
Pronouns			Using pronouns for clarity and cohesion and to avoid repetition across sentences	Using pronouns for clarity and cohesion and to avoid repetition within paragraphs	Using pronouns for clarity and cohesion and to avoid repetition across paragraphs	Using pronouns for clarity and cohesion and to avoid repetition across paragraphs
Subjunctive						Use of subjunctive forms to indicate formal writing
Passive						Use of passive to affect the presentation of information Recognise that the passive form may be agentless
Capital letters and basic punctuation	Some use of capital letters at start of sentence Capital letter for pronoun I and names of people, places and days of the week. Some sentences demarked with full stops, exclamation marks and question marks	Use capital letters used mostly correctly Demark most sentences correctly with full stops, question marks or exclamation marks	Use capital letters used mostly correctly Demark most sentences correctly with full stops, question marks or exclamation marks	Use of capital letters consistently correct Use of basic sentence punctation mostly correct	Use of capital letters consistently correct Use of basic sentence punctation consistently correct	Use of basic sentence punctuation consistently correct
Commas		Commas for lists	Commas for lists Commas after fronted adverbials	Commas for lists Commas after fronted adverbials	Commas for lists Commas after fronted adverbials Commas to clarify meaning or avoid ambiguity in writing	Commas for lists Commas after fronted adverbials Commas to clarify meaning or avoid ambiguity in writing
Apostrophes		Apostrophes for omission Apostrophes for singular possession	Apostrophes for omission Apostrophes for singular possession	Apostrophes for omission Apostrophes for singular and plural possession	Apostrophes for omission Apostrophes for singular and plural possession	Apostrophes for omission Apostrophes for singular and plural possession
Speech punctuation			Inverted commas for direct speech	Use inverted commas and other speech punctuation (e.g. punctuation within inverted commas, comma after reporting clause, capital letter at start of speech)	Use inverted commas and other speech punctuation (e.g. punctuation within inverted commas, comma after reporting clause, capital letter at start of speech)	Use inverted commas and other speech punctuation (e.g. punctuation within inverted commas, comma after reporting clause, capital letter at start of speech)
Other punctuation					Brackets, dashes or commas to indicate parenthesis  Punctuate bullet points consistently	Brackets, dashes or commas to indicate parenthesis  Colons to introduce a list and semi-colons to separate items in a list  Punctuate bullet points consistently  Hyphens to avoid ambiguity  Semi-colons, colons or dashes to mark boundaries between independent clauses