

Alne Primary School Guide for Progression in Grammar 2014

Reception: I can:

Use Simple sentences

Use Simple Connectives: *eg and, who, until, but*

Say a sentence, write and read it back to check it makes sense.

Use compound sentences using connectives (coordinating conjunctions)

and / but

'ly' openers *Luckily / Unfortunately,*

'Run' - Repetition for rhythm:

e.g.

He walked and he walked

Use Repetition in description *e.g. a lean cat, a mean cat*

Use Determiners *eg the, a, my, your, an, this, that, his, her, their, some, all*

Use Prepositions: *down, in, into, out, to, onto*

Adjectives *e.g. old, little, big, small, quiet*

Adverbs *e.g. luckily, unfortunately, fortunately*

Similes - using 'like'

Punctuation

I can use: Finger spaces, full stops and capital letters

Terminology

Finger spaces, letter, word, sentence, full stops, capital letters, simile "like"

Year 1

I can use different types of sentences:

Statements

Questions

Exclamations

Simple Connectives:

and

or

but

so

because

so that

then

that

while

when

where

Also as openers:

While...

When...

Where...

-'ly' openers

Fortunately,...Unfortunately, Sadly...

Simple sentences e.g.

I went to the park.

The castle is haunted.

Embellished simple sentences using adjectives e.g.

The giant had an enormous beard.

Red squirrels enjoy eating delicious nuts.

Compound sentences using connectives (coordinating conjunctions)

and/or/ but/so e.g.

*The children played on the swings **and** slid down the slide.*

*Spiders can be small **or** they can be large.*

*Charlie hid **but** Sally found him.*

*It was raining **so** they put on their coats.*

Complex sentences:

Use of 'who' (relative clause)

e.g.

*Once upon a time there was a little old woman **who** lived in a forest.*

*There are many children **who** like to eat ice cream.*

'Run' - Repetition for rhythm e.g.

He walked and he walked and he walked.

Repetition for description

e.g.

a lean cat, a mean cat

a green dragon, a fiery dragon

I can use these in my writing:

Prepositions:

inside

outside

towards

across

under

Determiners:

the a my your an this that his her their some all lots of many more

those these

Adjectives to describe

e.g. *The **old** house...*

*The **huge** elephant...*

Alliteration

e.g. *dangerous dragon*

slimy snake

Similes using as....as...

e.g. *as tall as a house*

as red as a radish

Precise, clear language to give information e.g.

First, switch on the red button.

Next, wait for the green light to flash...

Regular plural noun suffixes -s or -es
(e.g. dog, dogs; wish, wishes)

Suffixes that can be added to verbs (e.g. helping, helped, helper)

How the prefix un- changes the meaning of verbs and adjectives
(negation, e.g. unkind, or undoing, e.g. untie the boat)

I can punctuate my writing using:

Capital letters-proper nouns and for personal pronoun "I"

Full stops

Question marks

Exclamation marks

Speech bubbles

Bullet points

I will understand these words:

Letter,word,sentence,fullstops,capital letter and simile "like" and "as", singular and plural,adjective,verb,connective,alliteration.

Year 2

I can use these sentences:

Statements

Questions

Exclamations

Commands

-'ly' starters

e.g. *Usually, Eventually, Finally, Carefully, Slowly, ...*

Vary openers to sentences

Embellished simple sentences using:

adjectives e.g. *The boys peeped inside the dark cave.*

adverbs e.g. *Tom ran quickly down the hill.*

Secure use of compound sentences (Coordination) using connectives:

and/ or / but / so

(coordinating conjunctions)

Complex sentences (Subordination) using:

Drop in a relative clause:

who/which e.g.

Sam, **who** was lost, sat down and cried.

The Vikings, **who** came from Scandinavia, invaded Scotland.

The Fire of London, **which** started in Pudding Lane, spread quickly.

Additional subordinating conjunctions:

what/while/when/where/ because/ then/so that/ if/to/until

e.g. *While the animals were munching breakfast, two visitors arrived*

During the Autumn, when the weather is cold, the leaves fall off the trees.

Use long and short sentences:

Long sentences to add description or information. Use short sentences for emphasis.

Expanded noun phrases

e.g. *lots of people, plenty of food*

List of 3 for description

e.g. *He wore old shoes, a dark cloak and a red hat.*

African elephants have long trunks, curly tusks and large ears.

In my writing I can use:

- Prepositions: behind, above, along, before, between, after
- Alliteration
- Similes using like
- 2 adjectives to describe the noun eg The scary, old woman.
- Adverbs for description and for information
- Generalisers for info like Most dogs, some cats
- Form nouns using suffixes such as -ness and -er
- Adjectives from suffixes such as -ful, -less
- Using comparisons of adjectives and adverbs using suffixes -er and -est

I can understand the meaning and use:

Capital letters

Full stops

Question marks

Exclamation marks

Commas to separate items and after -ly openers

Speech marks/speech bubbles for direct speech

Suffix

Verb and adverb

Bossy verbs

Tenses

Adjective/noun

Generalisers

Apostrophes for contractions only

Year 3

I can: Vary long and short sentences:

Long sentences to add description or information.

Short sentences for emphasis and making key points e.g.

Sam was really unhappy.

Visit the farm now.

Embellished simple sentences:

Adverb starters to add detail e.g.

Carefully, she crawled along the floor of the cave....

Amazingly, small insects can....

Adverbial phrases used as a 'where', 'when' or 'how' starter (**fronted adverbials**)

A few days ago, we discovered a hidden box.

At the back of the eye, is the retina.

In a strange way, he looked at me.

Prepositional phrases to place the action: *on the mat; behind the tree, in the air*

Compound sentences (Coordination)

using connectives:

and/ or / but / so / for /nor / yet

(coordinating conjunctions)

Develop complex sentences

(**Subordination**) with range of subordinating conjunctions

(**See Connectives and Sentence Signposts doc.**)

-**'ing'** clauses as starters e.g.

Sighing, the boy finished his homework.

Grunting, the pig lay down to sleep.

Drop in a relative clause using: who/whom/which/whose/

that e.g.

*The girl, **whom** I remember,
had long black hair.*

*The boy, **whose** name is George, thinks he is very brave.*

*The Clifton Suspension bridge, **which** was finished in 1864, is a popular tourist attraction.*

Sentence of 3 for description e.g.

The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Pattern of 3 for persuasion e.g.

Visit, Swim, Enjoy!

Topic sentences to introduce non-fiction paragraphs e.g.

Dragons are found across the world.

Dialogue -powerful speech verb

e.g. *"Hello," she whispered.*

I can use

- Prepositions-next to,by the side of,in front of,during,through,throughout,because of
- Powerful verbs eg stare,tremble,slither
- Boastful language-eg magnificent,unbelievable
- More specific/technical language to add detail eg A few dragons of this variety can breathe on other creatures and turn them into stone immediately.
- Nouns formed from prefixes eg auto-,super-
- Word families based on common words eg teach,teacher
- Use of determiners a or an according to whether next word begins with vowel

I can understand

Everything from year 1 and 2 plus

- Colon before a list
- Ellipses
- Inverted commas for direct speech
- Use of commas after fronted adverbials eg Later that day,...
- Singular/plural
- **Word families**
- **Conjunctions**
- **Adverbs**
- **Preposition**
- **Direct speech**
- **Inverted commas**
- **Prefix**
- **Consonant/vowel**

- **Clause**
- **Subordinate clause**
- Determiner
- Synonyms
- Relative clause
- Relative pronoun
- Imperative verbs and colon for instructions

Year 4

I can use and understand :

Standard English for verb inflections instead of local spoken forms

Long and short sentences:

Long sentences to enhance description or information

Short sentences to move events on quickly

e.g. *It was midnight.*

It's great fun.

Start with a simile

e.g. *As curved as a ball, the moon shone brightly in the night sky.*

Like a wailing cat, the ambulance screamed down the road.

Secure use of simple / embellished simple sentences

Secure use of compound sentences (Coordination) using coordinating conjunction *and / or / but / so / for / nor / yet* (*coordinating conjunctions*)

Develop complex sentences:

(Subordination)

Main and subordinate clauses with range of subordinating conjunctions.

(See Connectives and Sentence Signposts doc.)

-'ed' clauses as starters e.g.

Frightened, Tom ran straight home to avoid being caught.

Exhausted, the Roman soldier collapsed at his post.

Expanded -'ing' clauses as starters e.g.

Grinning menacingly, he slipped the treasure into his rucksack.

Hopping speedily towards the pool, the frog dived underneath the leaves.

Drop in -'ing' clause e.g.

Jane, laughing at the teacher, fell off her chair.

The tornado, sweeping across the city, destroyed the houses.

Sentence of 3 for action e.g.

Sam rushed down the road, jumped on the bus and sank into his seat.

The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g.

Find us to find the fun

Dialogue - verb + adverb - *"Hello," she whispered, shyly.*

Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition

Within my writing I can use:

- Prepositions: at, underneath, since, towards, beneath and beyond.
- Conditionals- could, should, would
- Comparative and superlative adjectives eg small, smaller, smallest
- Proper nouns
- Grammatical difference between plural and possessive -s
- Standard English forms for verb inflections instead of local spoken forms eg we were instead of we was

I can understand the meaning of:

All terminology from Year 1-3 plus

- Determiner/generalise
- **Clause**
- **Subordinate clause**
- Relative clause
- Relative pronoun

I will be introduced to

- Pronoun
- Possessive pronoun
- Adverbial
- Fronted adverbial
- Apostrophe for possession

Year 5

I will understand and use:

Relative clauses beginning with *who, which, that, where, when, whose* or an omitted relative pronoun.

Secure use of simple / embellished simple sentences

Secure use of compound sentences

Develop complex sentences:

(Subordination)

Main and subordinate clauses with full range of conjunctions:

(See Connectives and Sentence Signposts doc.)

Expanded -ed clauses as starters e.g.

Encouraged by the bright weather, Jane set out for a long walk.

Terrified by the dragon, George fell to his knees.

Elaboration of starters using adverbial phrases e.g.

Beyond the dark gloom of the cave, Zach saw the wizard move.

Throughout the night, the wind howled like an injured creature.

Drop in -'ed' clause e.g.

Poor Tim, exhausted by so much effort, ran home.

The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Sentence reshaping techniques

e.g. lengthening or shortening sentence for meaning and /or effect

Moving sentence chunks (how, when, where) around for different effects

e.g.

The siren echoed loudlythrough the lonely streetsat midnight

Use of rhetorical questions

Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs (e.g. *might, should, will, must*) or adverbs (*perhaps, surely*)

I will be able to use all word structure from year 4 plus

- Metaphor

- Personification
- Onomatopoeia
- Empty words eg someone, somewhere was out to get him.
- More technical language
- Convert nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify
- Verb prefixes eg dis-, de-, mis-, over- and re-
- Rhetorical questions
- Dashes
- Brackets
- Colons
- Use of commas to clarify meaning

I will understand the following vocabulary

- Bullet points
- Apostrophes for contraction and possession
- Colons in instructions
- Imperative verbs
- Conjunction/connective
- **Pronoun-relative/possessive**
- **Clause-subordinate and relative**
- **Adverbial**
- **Fronted adverbial**

I will be introduced to:

- **Relative clause/pronoun**
- **Modal verb**
- **Parenthesis**
- **Bracket-dash**
- **Determiner**
- **Cohesion**
- **Ambiguity**
- **Metaphor**
- Personification
- Onomatopoeia
- Rhetorical question

Year 6

I can understand:

Secure use of simple / embellished simple sentences

Secure use of compound sentences

Secure use of complex sentences:

(Subordination)

Main and subordinate clauses with full range of conjunctions:

(See Connectives and Sentence Signposts doc.)

Active and passive verbs to create effect and to affect presentation of information e.g.

Active: *Tom accidentally dropped the glass.*

Passive: *The glass was accidentally dropped by Tom.*

Active: *The class heated the water.*

Passive: *The water was heated.*

Developed use of rhetorical questions for persuasion

Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you.*

I will use:

- Literary features to create effects
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- A semi colon, colon and dash to indicate a stronger subdivision of a sentence than a comma
- Hyphens to avoid ambiguity.

I will understand all the terminology used from Year 1 as well as

- Active and passive voice
- Subject and object
- Hyphen

- Synonym
- Colon/semi colon
- Bullet points