Grammar Curriculum Progression

Intent

At Cockwood School, we aim for our pupils to become fluent and effective writers. Accurate use of spelling, grammar and punctuation is essential to this and allows children to communicate their ideas and feelings, and helps them to choose the right language for any situation. By the end of Year 6 they are expected to understand and be able to use all the grammar and punctuation set out in the National Curriculum plus having a secure foundation of grammar and punctuation at primary school will support students as they progress into Year 7 and beyond.

Implementation

Grammar and punctuation is taught throughout the curriculum. Our Literacy units have grammar embedded within the teaching sequence to ensure that grammar is predominantly taught within a context, for example: bullet points when writing instructions. However, at times, grammar will be taught explicitly through games and short activities, which will be revisited when writing. We use Spag.com to assess KS2 pupils and identify their next steps. We use a range of resources to support the teaching of grammar including Spelling Shed, Somerset Literacy Network and Literacy Shed Plus.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Write some letters accurately. Writes some or all of his/her name Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy.	Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects 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 root words (e.g. *helping, helped, helper*) How the **prefix** *un*– changes the meaning of **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 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	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 form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate*; –*ise*; –*ify*] **Verb prefixes** [for example, *dis*–, *de*–, *mis*–, *over*– and *re*–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out* – *discover*; *ask for* – *request*; *go in* – *enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop Spells words by identifying sounds in	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification [for example, *the blue*	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before,*	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the*

	them and representing the sounds with a letter or letters (ELG)		*butterfly, plain flour, the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	*after, during, in, because of*]	**Fronted adverbials** [for example, *Later that day*, I heard the bad news.]	**modal verbs** [for example, *might, should, will, must*]	*greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Text	Writes simple phrases and sentences that can be read by others (ELG) Re-reads what he/she has written to check that it makes sense	Sequencing **sentences** to form short narratives	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings,

							columns, bullets, or tables, to structure text]
Punctuation	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	Introduction to inverted commas to **punctuate** direct speech	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology	Letter, capital letter, word, full stop, sentence	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix	preposition conjunction word family, prefix clause, subordinate clause direct speech	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

			adjective, adverb, verb tense (past, present) apostrophe, comma	consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')			

Our progression documents have come from Somerset Literacy Network and have been adapted to match our school format. EYFS taken from the ELG.

Impact

By the end of KS2 we expect our students to have reached the expected standard in SPAG so they have the technical knowledge to succeed as writers in KS3. We want them to be able to recognise grammatical features when they are reading texts and know the conventions for different text-types. Our children will be familiar with the terminology of age-appropriate grammar and feel able to articulate how it can be used effectively to support their written work.