

Subject: Writing - Grammar Progression Plan

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Compose sentences orally prior to writing. Writing sentences to form short narratives (including non-fiction). Use finger spaces between words.	Develop stamina for writing. Planning for writing. Identify purpose and audience, selecting appropriate form for their writing. Writing for different purposes. Make simple additions, revisions and corrections.	Planning for writing - identify purpose and audience, selecting appropriate form for their writing. Use of a rich and varied vocabulary and increasing range of sentence structures. In narratives, create settings, characters and plot. In non-narrative, use simple organisational devices. Evidence of editing, evaluating and proofreading.		Planning for writing - identify purpose and audience, selecting appropriate form for their writing. In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Use a wide range of devices to build cohesion. Select appropriate grammar and vocabulary. Evidence of editing, evaluating and proofreading.	
Coordination and subordination	Joining words and joining clauses with and.	Subordination: when, if, that, because Coordination: or, and, but Capital letters and full stops to demarcate sentences.	Expressing time, place, and cause using conjunctions: when, before, while, so, after	Use of commas after fronted adverbial	Use of commas to clarify meaning	Use of semi-colon, colon and dash to mark boundary between two independent clauses. Identify difference between structures typical in informal or formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?).Subjunctive.
Sentence type	Capital letters, full stops, questions marks and exclamation marks to demarcate. Capital letters for names and for personal pronouns.	4 sentence types: statement, question, exclamation or command Use of capital letters, full stops, question marks and exclamation	Inverted commas to punctuate speech	Inverted commas and other punctuation to punctuate speech	Relative clauses	Differences between structures typical in formal and informal speech (e.g: use of a question tag: He's your friend, isn't he?)

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		marks to demarcate sentences.				
Nouns and Noun phrases	Regular plural noun suffixes –s or –es How prefix un- changes the meaning of verbs and adjectives	Nouns using suffixes such as –ness, -er and by compounding (whiteboard, superman). Formation of adjectives using suffixes such as -ful, -less, -er, -est. Expanded noun phrases for description and specification (blue butterfly, plain flour). Commas to separate a list. Apostrophes to mark singular possession in nouns.	Formation of nouns using prefixes such as auto-, super-, anti- .Word families: solve, solution, dissolve. An or a	Difference between plural and possessive –s. Apostrophes to mark singular and plural possession. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Appropriate use of pronoun or noun within and across sentences to aid cohesion. Use of varying determiners	Relative clauses. Relative pronouns. Use of commas for clarity and to avoid ambiguity.	Use of hyphens to avoid ambiguity (man eating shark vs man-eating shark). Synonyms and antonyms.
Adverbials		Use of –ly to turn adjectives into adverbs	Expressing time, place and cause using adverbs or prepositions	Fronted adverbials. Use of commas after fronted adverbials.	Indicating degrees of possibility using adverbs (e.g. perhaps, surely). Devices to build cohesion (then, next, after that, firstly). Linking ideas across paragraphs using adverbials of time (later) place (nearby) and number (secondly).	
Verbs	Suffixes that can be added to verbs where no change is needed to the root (help, helping,	Correct choice and consistent use of tense (present and past). Suffixes that can be	Use of the present perfect form of verbs instead of the simple past (e.g: He has gone	Standard English forms of verb inflections (e.g: we were, I did).	Indicating degrees of possibility using modal verbs. Converting nouns or adjectives into verbs	Use of the subjunctive forms. Use of passive to affect the presentations of information in a

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	helped). How prefix un- changes the meaning of verbs and adjectives.	added to verbs where a change is needed to the root (copy, copied, reply, replied). Use of present progressive and past progressive form of verbs to mark actions in progress. Apostrophes to mark where letters are missing in spelling.	out to play contrasted with He went out to play).		using suffix –ate; - ise; -ify. Verb prefixes for example, dis-, de-, mis-, over- and re-.	sentence (I broke the window versus The window was broken by me). Formal and informal vocabulary: find out – discover, ask, request.
Cohesion	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense	Introducing paragraphs. Headings and subheadings.	Appropriate choice of pronoun or nouns	Devices to build cohesion within a paragraph (then, after). Linking ideas across paragraphs using adverbials of time (later) place (nearby) and number (secondly) or tense choices.	How words are related by meaning as synonyms and antonyms (link with teaching of noun/noun phrases)
Punctuation	Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (link to sentence type). Commas to separate a list (link to noun/noun phrases). Apostrophes to mark missing letters (link to teaching verbs).	Demarcation of sentences as Y2. Apostrophes to mark singular and plural possession (link to noun/noun phrases). Inverted commas to punctuate speech.	Commas after fronted adverbials. Use of inverted commas and other punctuation to indicate direct speech. Use of inverted commas and other punctuation to indicate direct speech	Punctuating simple, compound and complex sentences accurately. Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Consolidate use of apostrophes for contraction (link with modals especially when writing dialogue). Opportunity to work on	Punctuating simple, compound and complex sentences accurately. Consolidate use of apostrophes for contraction (link with modals especially when writing dialogue). Opportunity to work on question tags. Consolidate use of apostrophes for possession. Consolidate

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					question tags. Consolidate use of apostrophes for possession. Consolidate speech punctuation and layout correctly.	speech punctuation and layout correctly.
Additional Spelling	Common exception words. Segmenting and recording taught graphemes (see spelling appendix). Compound words Adding –er, -est to adjectives.	Common exception words. Segmenting and recording taught graphemes (see spelling appendix). Words ending in – tion. Homophones and near homophones. Selecting the correct spelling al, il, el, le at the end of words.	Segmenting and recording rarer graphemes (see spelling appendix). Spelling words with prefixes pre-, dis-, mis-, re-, un-, sub-, super-, auto-, tele. suffixes: -ness, -less, -ly. Homophones and near homophones.	Segmenting and recording rarer graphemes (see spelling appendix). Spelling words with prefixes in-, ir, il, im-, anti-, inter-, en. Suffixes: -ly added to words ending y, -le, -ic. Suffixes –ation, -ous. Spelling words with –sion, -cian, -tion, -ssion. Homophones and near homophones.	Segmenting and recording rarer graphemes (see spelling appendix). Homophones and near homophones. Spelling letter string –ough. Spelling words ending in –able, - ably.	Segmenting and recording rarer graphemes (see spelling appendix). Homophones and near homophones. Spelling words with –cious, -tious.
Vocabulary (Terminology required of pupils)	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’)	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