



## St Joseph's Catholic Primary School - Grammar Progression

| Stage         | Grammatical knowledge and skills<br>(grammatical awareness, sentence construction and punctuation)   | Year Group |
|---------------|--|------------|
| 1             | To expect written text to make sense and to check for sense if it does not.  | Reception  |
| 2             | To know that words are ordered from left to right  | Reception  |
| 3             | To use a capital letter for the start of their own name.   | Reception  |
| 4             | To re-read own writing and check whether it makes sense.   | Year 1     |
| 5             | Leaving spaces between words   | Year 1     |
| 6             | How words can combine to make sentences<br>To use "and" to join 2 simple sentences. (joining words and joining clauses using and )   | Year 1     |
| 7             | beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark   | Year 1     |
| 8             | Using a capital letters for the names of people, places, the days of the week, personal pronoun "I", for names and for the first word in a sentence<br>To end a sentence with a full stop.   | Year 1     |
| 9             | Use the grammatical terminology e.g. word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark and exclamation mark in discussing their writing  | Year 1     |
| 10            | 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<br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br>How the prefix un– changes the meaning of verbs and adjectives<br>[negation, for example, unkind, or undoing: untie the boat]   | Year 1     |
| 11            | To expect reading to make sense and check if it does not.  | Year 1     |
| 12            | To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, shorter pause at commas.   | Year 1     |
| 13            | To understand other common uses of capitalisation e.g. for personal titles ( <i>Mr, Miss</i> ), headings, book titles, emphasis  | Year 1     |
| <b>Year 2</b> |  |            |
| 14            | learn how to use:<br><input type="checkbox"/> sentences with different forms: statement, question, exclamation, command (Learn how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command).<br><input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly]<br><input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form | Year 2     |



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|    | <input type="checkbox"/> subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  |        |
| 15 | Learning how to use both familiar and new punctuation correctly for the above list - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   | Year 2 |
| 16 | Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  | Year 2 |
| 17 | Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]<br><br>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)<br><br>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs | Year 2 |
| 18 | Use and understand the grammatical terminology e.g. verb, tense past and present, adjective, noun, noun phrase, statement, question, exclamation mark, command, compound, suffix, apostrophe and comma in discussing their writing   | Year 2 |
| 19 | To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)   | Year 2 |
| 20 | To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.  | Year 2 |
| 21 | To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are;<br>To use simple gender forms, e.g. his/her correctly;<br>To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration  | Year 2 |
| 22 | To use capitalisation for other purposes e.g. for personal titles ( <i>Mr, Miss</i> ), headings, book titles, emphasis   | Year 2 |
| 23 | To write in clear sentences using capital letters and full stops accurately.   | Year 2 |
| 24 | To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.  | Year 2 |
| 25 | To identify speech marks in reading, understand their purpose, use the term correctly.   | Year 2 |
| 26 | To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings  | Year 2 |



## St Joseph's Catholic Primary School - Grammar Progression

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| 27    | To use a greater variety of conjunction to join 2 sentences   |   |
| 28    | To use commas to separate items in a list   | Year 2  |
| stage | <b>Grammatical knowledge and skills</b><br>(grammatical awareness, sentence construction and punctuation)   | Year Group in which stage would typically be taught |
| 29    | To use exclamation marks to denote strong emotion   | Year 2  |
| 30    | To understand and use the terms "noun", "adjective" and "verb"  | Year 2  |
| 31    | To turn statements into questions, learning a range of "wh" words, typically used to open questions: <i>what, where, when, who</i> , and to add question marks.   | Year 2  |
| 32    | To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.   | Year 2  |
|       | <b>YEAR 3</b>   |   |
| 33    | Pupils should be taught to: <ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by:</li> <li><input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li><input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense</li> <li><input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li><input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause</li> <li><input type="checkbox"/> using fronted adverbials</li> </ul> | Year 3  |
| 34    | indicate grammatical and other features by: <ul style="list-style-type: none"> <li><input type="checkbox"/> using commas after fronted adverbials</li> <li><input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns</li> <li><input type="checkbox"/> using and punctuating direct speech</li> </ul>   | Year 3  |
| 35    | use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.<br>Use and understand the terms: preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')  | Year 3  |
| 36    | Formation of nouns using a range of prefixes [for example super-, anti-, auto-]<br>Use of the forms a or an according to whether the next word begins   | Year 3  |



## St Joseph's Catholic Primary School - Grammar Progression

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|    | with a consonant or a vowel [for example, a rock, an open box]<br>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  |        |
| 37 | 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, after, during, in, because of]  | Year 3 |
| 38 | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation<br>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]  | Year 3 |
| 39 | Introduction to inverted commas to punctuate direct speech  | Year 3 |
| 40 | Use and understand the grammatical terminology e.g. word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, clause, consonant, consonant letter, vowel and vowel letter accurately and appropriately when discussing their writing and reading   | Year 3 |
| 41 | To use the term "verb" appropriately and to understand the function of verbs in sentences through: <ul style="list-style-type: none"><li>• Noticing that sentences cannot make sense without them</li><li>• Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i></li></ul>  | Year 3 |
| 42 | To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: <ul style="list-style-type: none"><li>• Identifying adjectives in shared reading</li><li>• Discussing and defining what they have in common i.e. words which qualify nouns</li><li>• Experimenting with deleting and substituting adjectives and noting the effects on meaning</li><li>• Collecting and classifying adjectives, e.g. for colours, sizes, moods</li></ul> | Year 3 |
| 43 | Experimenting with the impact of different adjectives through shared writing  |        |



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| 44 | To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through: <ul style="list-style-type: none"><li>• noticing in speech and reading how they stand in place of nouns;</li><li>• substituting pronouns for common and proper nouns in own writing;</li><li>• distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>;</li><li>• distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;</li><li>• investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>,</li></ul> | Year 3 |
| 45 | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition   | Year 3 |
| 46 | using conjunctions, adverbs and prepositions to express time and cause  | Year 3 |
| 47 | using fronted adverbials  | Year 3 |
| 48 | To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i> , in standard English   | Year 3 |
| 49 | To extend knowledge and understanding of pluralisation through <ul style="list-style-type: none"><li>• recognising the use of singular and plural forms in speech and through shared writing</li><li>• transforming sentences from singular to plural and vice versa, noting which words have to change and which do not</li><li>• understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns</li><li>• noticing which nouns can be pluralized and which cannot, e.g. trousers, rain</li></ul>  | Year 3 |
| 50 | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although   | Year 3 |
| 51 | To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing   | Year 3 |
| 52 | To use the term “comma” appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"><li>• noting where commas occur in reading and discussing their functions in helping the reader</li><li>• to become aware of the use of commas in marking grammatical boundaries within sentences</li></ul>  | Year 3 |
| 53 | using commas after fronted adverbials   | Year 3 |
| 54 | indicate grammatical and other features by:   | Year 3 |



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|    | <ul style="list-style-type: none"><li>○ using commas after fronted adverbials</li><li>○ indicating possession by using the possessive apostrophe with plural nouns</li><li>○ using and punctuating direct speech</li></ul>   |        |
| 55 | To understand the basic conventions of speech punctuation through: <ul style="list-style-type: none"><li>● identifying speech marks in reading</li><li>● beginning to use speech marks in own writing</li><li>● using capital letters to mark the start of direct speech</li><li>● to use the term "speech marks"</li><li>● beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence</li></ul>   | Year 3 |
| 56 | To understand the differences between verbs in the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> person, e.g. I/we do, you do, he/she/does, they do, through <ul style="list-style-type: none"><li>● Collecting and categorising examples and noting the differences between the singular and plural persons</li><li>● Discussing the purposes for which each can be used</li><li>● Relating to different types of text, e.g. 1<sup>st</sup> person for diaries and personal letters, 2<sup>nd</sup> person for instructions and directions, 3<sup>rd</sup> person for narrative, recounts</li><li>● Experimenting with transforming sentences and noting which words need to be changed</li></ul> | Year 3 |
| 57 | To use capitalisation for new lines in poetry  | Year 3 |
| 58 | To understand and use the term "adverb"  | Year 3 |
| 59 | To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.   | Year 3 |
| 60 | indicate grammatical and other features by: <ul style="list-style-type: none"><li>○ using commas after fronted adverbials</li><li>○ indicating possession by using the possessive apostrophe with plural nouns</li><li>○ using and punctuating direct speech</li></ul>   | Year 3 |
|    | <b>Year 4</b>  |        |
| 61 | Pupils should be taught to: <ul style="list-style-type: none"><li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by:</li><li><input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li><input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense</li><li><input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and</li></ul>  | Year 4 |



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|    |   |        |
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|    | cohesion and to avoid repetition<br><input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause<br><input type="checkbox"/> using fronted adverbials  |        |
| 62 | indicate grammatical and other features by:<br><input type="checkbox"/> using commas after fronted adverbials<br><input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns<br><input type="checkbox"/> using and punctuating direct speech  | Year 4 |
| 63 | The grammatical difference between plural and possessive – s<br><br>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]  | Year 4 |
| 64 | 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)<br><br>Fronted adverbials [for example, Later that day, I heard the bad news.]  | Year 4 |
| 65 | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  | Year 4 |
| 66 | 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!"]<br><br>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]<br><br>Use of commas after fronted adverbials  | Year 4 |
| 67 | <b>Use and understand the grammatical terminology e.g. determiner, pronoun, possessive pronouns, adverbial accurately and appropriately when discussing their writing and reading</b>   | Year 4 |
| 68 | To understand and use the term "tense" in relation to verbs <ul style="list-style-type: none"><li>• To know that tense refers to time</li><li>• To know that one test of whether a word is a verb is whether or not its tense can be changed</li><li>• To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense</li><li>• To develop an awareness of how tense relates to purpose and structure of text</li></ul> | Year 4 |



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| 69    | <b>Using the present perfect form of verbs in contrast to the past tense</b>  | Year 4  |
| 70    | <b>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</b>  | Year 4  |
| 71    | <b>using the present perfect form of verbs in contrast to the past tense</b>  | Year 4  |
| 72    | using conjunctions, adverbs and prepositions to express time and cause  | Year 4  |
| 73    | using fronted adverbials  | Year 4  |
| Stage | <b>Grammatical knowledge and skills</b><br>(grammatical awareness, sentence construction and punctuation)   | Year Group in which stage would typically be taught |
| 74    | To extend knowledge and understanding of adverbs through: <ul style="list-style-type: none"> <li>Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences</li> <li>Noticing where they occur in sentences and how they are used to qualify the meaning of verbs</li> <li>Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; light: <i>brilliantly, dimly</i></li> <li>Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ....ly</i></li> <li>Using adverbs with greater discrimination in own writing</li> </ul>                      | Year 4  |
| 75    | To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: <ul style="list-style-type: none"> <li>Constructing adjectival phrases</li> <li>Examining comparative and superlative adjectives</li> <li>Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>)</li> <li>Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>)</li> <li>Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot</li> </ul> | Year 4  |
| 76    | To use commas to mark grammatical boundaries within sentences<br>Link this to work on editing and revising own writing  | Year 4  |
| 77    | To use apostrophes to mark possession through: <ul style="list-style-type: none"> <li>Identifying possessive apostrophes in reading and to whom or what they refer</li> <li>Understanding the basic rules for apostrophising singular nouns, e.g. <i>the man's hat</i>; for plural nouns ending in "s", e.g. <i>The doctors' surgery</i> and for irregular plural nouns e.g. <i>children's playground</i></li> </ul>  | Year 4  |



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|    | <ul style="list-style-type: none"> <li>• Distinguishing between uses of the apostrophe for contraction and possession</li> <li>• To begin to use the apostrophe appropriately in their own writing</li> </ul>   |        |
| 78 | To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones  | Year 4 |
| 79 | To recognise how commas, connectives and full stops are used to join and separate clauses.<br>To identify in their writing where each is more effective   | Year 4 |
| 80 | To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading  | Year 4 |
| 81 | To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. <i>“If ..., then”, “on the other hand...”, “finally”, “so”</i>   | Year 4 |
|    | <b>Year 5</b>   |        |
| 82 | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   |        |
| 83 | using passive verbs to affect the presentation of information in a sentence   | Year 5 |
| 84 | using the perfect form of verbs to mark relationships of time and cause   | Year 5 |
| 85 | using expanded noun phrases to convey complicated information concisely   | Year 5 |
| 86 | using modal verbs or adverbs to indicate degrees of possibility   | Year 5 |
| 87 | using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun   | Year 5 |
| 88 | Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> </ul> | Year 5 |
| 89 | use and understand the grammatical terminology e.g. relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity accurately and appropriately in discussing their writing and reading   | Year 5 |
| 90 | Converting nouns or adjectives into verbs using suffixes  | Year 5 |



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|    | [for example, –ate; –ise; –ify]<br>Verb prefixes [for example, dis–, de–, mis–, over– and re–]  |        |
| 91 | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  | Year 5 |
| 92 | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br>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] | Year 5 |
| 93 | Brackets, dashes or commas to indicate parenthesis<br>Use of commas to clarify meaning or avoid ambiguity   | Year 5 |
| 94 | use and understand the grammatical terminology e.g. active, passive, subject, object, hyphen, synonym, antonym, ellipsis, colon, semi-colon, bullet points accurately and appropriately in discussing their writing and reading   | Year 5 |

| Stage | <b>Grammatical knowledge and skills</b><br>(grammatical awareness, sentence construction and punctuation)  | Year Group in which stage would typically be taught |
|-------|--|---|
| 95    | To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions   | Year 5  |
| 96    | To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers  | Year 5  |
| 97    | To understand the difference between direct and reported speech (e.g. “ <i>She said, “I am going”</i> and “ <i>She said she was going</i> ”) e.g. through <ul style="list-style-type: none"> <li>• Finding and comparing examples from reading</li> <li>• Discussing contexts and reasons for using particular forms and their effects</li> <li>• Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added</li> </ul> | Year 5  |
| 98    | To use the term “preposition” appropriately and to understand the function of prepositions in sentences through: <ul style="list-style-type: none"> <li>• Searching for, identifying and classifying a range of prepositions</li> </ul>  | Year 5  |

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|     |  |        |
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|     | <ul style="list-style-type: none"> <li>Experimenting with substituting different prepositions and their effect on meaning</li> </ul>   |        |
| 99  | To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list  | Year 5 |
| 100 | From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks   | Year 5 |
| 101 | <p>To extend knowledge, understanding and use of verbs, focussing on:</p> <ul style="list-style-type: none"> <li>Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will</li> <li>Forms: active, interrogative, imperative</li> <li>Person: 1st, 2nd, 3rd,</li> </ul> <ul style="list-style-type: none"> <li>Identify and classify examples from reading</li> <li>Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning</li> </ul> | Year 5 |
| 102 | <p>To identify the imperative form in instructional writing and the past tense in recounts.</p> <p>To use this awareness when writing for these purposes</p>   | Year 5 |
| 103 | <p>To use further punctuation marks: colon, semi-colon, dashes, brackets</p> <p>To use punctuation marks accurately in complex sentences</p>   | Year 5 |
| 104 | To use punctuation effectively to sign post meaning in longer and more complex sentences   | Year 5 |
| 105 | <p>To be aware of the differences between spoken and written language, including:</p> <ul style="list-style-type: none"> <li>The need for writing to make sense away from immediate context</li> <li>The use of punctuation to replace intonation, pauses, gestures</li> <li>The use of complete sentences</li> </ul>  | Year 5 |
| 106 | To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: <i>“police shot man with knife”</i> , <i>“nothing acts faster than Anadin”</i> , <i>“baby changing room”</i>   | Year 5 |
| 107 | To ensure that, in using pronouns, it is clear to what or whom they refer  | Year 5 |
| 108 | <p>To investigate clauses through:</p> <ul style="list-style-type: none"> <li>Identifying the main clause in a long sentence</li> <li>Investigating sentences which contain more than one clause</li> <li>Understand how clauses are connected (e.g. by combining 3 short sentences into 1)</li> </ul>   | Year 5 |
| 109 | To use connectives to link clauses within sentences and to link sentences in longer texts  | Year 5 |



## St Joseph's Catholic Primary School - Grammar Progression

|     | <b>Year 6</b>  |        |
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| 110 | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  | Year 6 |
| 111 | using passive verbs to affect the presentation of information in a sentence  | Year 6 |
| 112 | using the perfect form of verbs to mark relationships of time and cause  | Year 6 |
| 113 | using expanded noun phrases to convey complicated information concisely  | Year 6 |
| 114 | using modal verbs or adverbs to indicate degrees of possibility  | Year 6 |
| 115 | using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  | Year 6 |
| 116 | Indicate grammatical and other features by: <ul style="list-style-type: none"><li>o using commas to clarify meaning or avoid ambiguity in writing</li><li>o using hyphens to avoid ambiguity</li><li>o using brackets, dashes or commas to indicate parenthesis</li><li>o using semicolons, colons or dashes to mark boundaries between independent clauses</li><li>o using a colon to introduce a list</li><li>o punctuating bullet points consistently</li></ul>                                     | Year 6 |
| 117 | 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]<br>How words are related by meaning as synonyms and antonyms [for example, big, large, little].   | Year 6 |
| 118 | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus<br>The window in the greenhouse was broken (by me)].<br>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] | Year 6 |
| 119 | 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<br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  | Year 6 |
| 120 | Use of the semi-colon, colon and dash to mark the  | Year 6 |



## St Joseph's Catholic Primary School - Grammar Progression

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|     | <p>boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</p>  |        |
| 121 | <p>Use and understand the grammatical terminology e.g.</p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>  | Year 6 |
| 122 | <p>To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"><li>• Transforming a sentence from active to passive and vice-versa</li><li>• To note and discuss how changes from active to passive affect the word order and sense of a sentence</li><li>• To investigate further the use of active and passive verbs</li><li>• To know how sentences can be re-ordered by changing from one to the other</li><li>• To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i></li></ul> | Year 6 |
| 123 | <p>Use and understand the grammatical terminology e.g.</p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>  | Year 6 |
| 124 | <p>To understand the term "impersonal voice" and to be able to write in this style</p>  | Year 6 |



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| 125 | To understand features of formal official language through, e.g. : <ul style="list-style-type: none"><li>• Collecting and analysing examples, discussing when and why they are used</li><li>• Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary</li><li>• Collecting typical words and expressions, e.g. <i>“Those wishing to ...”, “hereby ...”, “forms may be obtained ...”</i></li></ul>  |        |
| 126 | To revise the language conventions and grammatical features of the different types of text such as: <ul style="list-style-type: none"><li>• Narrative (e.g. stories and novels)</li><li>• Recounts (e.g. anecdotes, accounts of observations, experiences)</li><li>• Instructional texts (e.g. instructions and directions)</li><li>• Reports (e.g. factual writing, description)</li><li>• Explanatory texts (how and why)</li><li>• Persuasive texts (e.g. opinions and promotional literature)</li><li>• Discursive texts (e.g. balanced arguments)</li></ul> | Year 6 |
| 127 | To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines  | Year 6 |
| 128 | To investigate connecting words and phrases: <ul style="list-style-type: none"><li>• Collect examples from reading and thesauruses</li><li>• Study how points are typically connected in different kinds of text</li><li>• Classify useful examples for different kinds of text – for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>)</li><li>• Identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>)</li></ul>                                  | Year 6 |
| 129 | To identify, understand and form complex sentences through, e.g.: <ul style="list-style-type: none"><li>• Using different connecting devices</li><li>• Reading back complex sentences for clarity of meaning, and adjusting as necessary</li><li>• Evaluating which links work best</li><li>• Identifying main clauses</li><li>• Using appropriate punctuation</li></ul>   | Year 6 |
| 130 | To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.   | Year 6 |
| 131 | To revise work on contracting sentences: <ul style="list-style-type: none"><li>• Summary</li><li>• Note-making</li></ul>   | Year 6 |



## St Joseph's Catholic Primary School - Grammar Progression

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|     | <ul style="list-style-type: none"><li>• editing</li></ul>   |        |
| 132 | <p>To become aware of conditionals through:</p> <ul style="list-style-type: none"><li>• Using reading to investigate conditionals, e.g. using <i>if...then, might, could, would</i>, and their uses, e.g. in deduction, speculation, supposition</li><li>• Using these forms to construct sentences which express, e.g. possibilities, hypotheses</li><li>• Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)</li></ul> | Year 6 |
| 133 | <p>To revise formal styles of writing:</p> <ul style="list-style-type: none"><li>• The impersonal voice</li><li>• The use of passive</li><li>• Management of complex sentences</li></ul>  | Year 6 |