

Progression in Grammar in the National Curriculum

	Word level study	Sentence level study	Orthographic conventions and punctuation	Terminology for Pupils
EYFS	<p>Words carry meanings and are made up of sounds.</p> <p>Grapho-phonemic correspondence-Letters and Sounds phase 2 to phase 4. Phase 1 phonological play and awareness in continuous.</p> <p>Some high frequency words are irregular or 'tricky' and will demand methods other than GPC to memorise both for reading and for writing.</p>	<p>Moving from telegraphic speech to basic grammatical structures.</p> <p>Usual need for grammatical expansion around contractions, prepositions, auxiliary verbs.</p> <p>Writing might use phrases and clauses as single elements.</p>	<p>Awareness of print conventions: Upper and lower case Letter names and letter sounds Spaces between words.</p>	
	<p>GLD: Early Learning Goal for Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and other are phonetically plausible.</p>			
Year 1	<p>Grapho-phonemic correspondence (GPC) for reading and spelling.</p> <p>Division of words into syllables.</p> <p>Introduction of morphemes- units of meaning for reading and spelling.</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation; e.g. unkind, untie)</p>	<p>Writing sentences</p> <p>Co-ordinating conjunctions and/or/but to make COMPOUND sentences</p>	<p>Separation of words with spaces</p> <p>Using a capital letter for names of people, places, the days of the week, and the special pronoun 'I'</p> <p>Using full stops, question marks and exclamation marks to demarcate sentences</p>	<p>letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>

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Year 2	<p>Securing Grapho-phonemic correspondence for reading and spelling.</p> <p>Revision and extension of morphemes- units of meaning for reading and spelling:</p> <p>Formation of nouns using suffixes such as –ness, -er and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as –ful, -less etc (See Appendix 2 for full list)</p> <p>Use of the suffixes –er, -est in the adjectives and –ly to turn adjectives and –ly to turn adjectives into adverbs</p> <p>Learning to spell common exception words</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Co-ordination: compound sentences with clauses linked by and/or/but</p> <p>Subordination: the most common and useful: because, if, since (cause) as, when, while, then, before (time) that, who like, (information about the subject of the first clause)</p> <p>Extension: Adding adverbs or adverbial phrases (when, where, how) and experimenting with where they can be dropped in a sentence.</p> <p>Using past and present tense, including continuous ‘ing’ forms needing is/was</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Apostrophes for contraction (won’t, can’t, she’s going)</p>	<p>Noun, noun phrase, statement, question, exclamation, comma, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p>
Reading to Learn at KS2	<p>The reading curriculum at KS2 needs to be mindful not only of reading to make meaning from text and respond to this meaning, but also to read with a critical eye. Re-reading to investigate the grammatical features writers have used to achieve their purpose, create a mood, to build a character, and to create a viewpoint needs to be a growing part of the reading curriculum over the junior phase. Hearing and reading the cadence of written sentences aloud is essential.</p> <p>Critical reading, as well as Reading for Pleasure drives grammar and punctuation development in writers (AF4, 5 and 6) Discussion of grammatical structures in a sentence needs to fall into two areas:</p> <ol style="list-style-type: none"> 1. The structures and conventions a writer is OBLIGED to use within a purpose and text type 2. The structures and conventions a writer CHOOSES to use to fulfil their purpose, influence their reader, create a viewpoint. Are there other choices available to us, in our journey towards a piece of writing? 			

	Standard English forms of verbs need to be discussed, modelled and used by children who have non-standard features in their dialect well before year 4, as part of them developing a wide selection of discourse, styles or registers.			
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Year 3/4	<p>Using sounds, syllables, stressed and unstressed vowels, morphemes and word families to support reading and spelling.</p> <p>Wider range of prefixes and suffixes learnt: How they support meaning-making for the reader and how bound morphemes do not change their spelling, but can alter the spelling of the root morpheme.</p> <p>Drawing conclusions from spelling investigations, as to the effect on the root word of adding suffixes.</p> <p>Beginning to develop a personal repertoire for how to learn spellings eg. Over-pronouncing, best bet, analogy, word silhouettes, handwriting.</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, eg when, if, because, although</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunction, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials (and adverbial “chunks” elsewhere in the sentence)</p> <p>Building an awareness of the effect of different sentence lengths and sentence types to build rhythm and mood.</p>	<p>Using commas and fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s)</p> <p>Using and punctuating direct speech</p>	<p>Year 3:</p> <p>adverb, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p>Year 4:</p> <p>determiner pronoun, possessive pronoun, adverbial</p>
Year 5/6	<p>Importance of stressed and unstressed syllables (English stress based rhythm) for spelling as well as when reading and writing poetic language</p> <p>Knowledge of morphemes (root, prefix and suffix) extends to include etymology and the impact of language history and word root on spelling and pronunciation patterns. This links to understanding the breadth of synonyms available in English</p> <p>Teaching should explore differences in degree as well as difference in kind with synonym banks</p> <p>Word choices do not simply exist on a continuum from formal to informal. Synonyms might be</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to make relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>Using a colon to introduce a list</p>	<p>Year 5:</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Year 6:</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

<p>5/6 cont.</p>	<p>selected as appropriate according to whether they are specialist/non specialist, biased/neutral, humorous/serious, optimistic/depressing, emotive/detached</p> <p>Pupils become responsible for their own progress as spellers with an awareness of areas in which they need to improve as well as a range of ways they use to learn a spelling</p>	<p>Using relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied (ie omitted) relative pronoun</p> <p>Element of impersonal style, like the passive tense, the use of abstract nouns (poverty is rife in...) and general pronouns as subjects (It is generally understood that...) is explored in relevant reading and writing contexts</p>	<p>Punctuating bullet points consistently</p> <p>Punctuation needs to be linked to:</p> <ol style="list-style-type: none"> 1. Investigation of its effective use in real texts to clarify meaning and achieve the writer's purpose 2. Obligation versus choice (e.g dashes, brackets and commas can in some contexts all achieve the same clarifying purpose for the reader 3. The readiness of the writer to further develop their repertoire. <p>Semi-colon as a coordinating conjunction</p> <p>Colon used as a dramatic pause between clauses with a strong relation or rhetorical contrast</p>	
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