

St Gregory's Progression in Grammar

	Sentence structure	Punctuation	Terminology
Year 1	<p>How words can combine to make sentences. (Single clause sentence.)</p> <p>Joining words using and.</p> <p>Joining clauses using <i>and</i>. (multi-clause sentence)</p> <p>Identify nouns, verbs and adjectives in sentences.</p> <p>Begin to use adjectives for description. (The <i>black</i> cat).</p> <p>Begin to use present tense and past tense correctly in their writing.</p> <p>Features of written Standard English- to use 'a' and 'an' correctly.</p>	<p>Leaving space between words.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names of people, places, days of the week and for the personal pronoun I.</p>	<p>letter, capital letter</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark.</p> <p>Personal pronoun.</p> <p>Adjective</p> <p>Past tense and present tense.</p> <p>Single clause and multi-clause sentences.</p>

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<p>Year 2</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Identify adverbs in sentences.</p> <p>Use adverbs for description. (-ly words)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>].</p> <p>Use sentences with different forms: statement, question, exclamation or command</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</p> <p>Features of written Standard English- subject verb agreement.</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. (contraction/omission)</p> <p>Apostrophes to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>adjective, adverb, verb</p> <p>subject verb agreement.</p> <p>tense (past, present)</p> <p>apostrophe, possession, omission, contraction, comma</p> <p>subordination, co-ordination</p>
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<p>Year 3</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play.</i>)</p> <p>Extend a range of sentences with more than one clause by using a wider range of conjunctions-when, if, because, although.</p> <p>Secure use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition conjunction clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') present perfect tense</p>
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<p>Year 4</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <u>Later that day</u>, <i>I heard the bad news.</i>]</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>The grammatical difference between plural and possessive –s</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>determiner pronoun, possessive pronoun adverbial, fronted adverbial,</p>
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<p>Year 5</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that (relative pronouns)</i>, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>Begin to use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>
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<p>Year 6</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p> <p>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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</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, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>subject, object</p> <p>active, passive</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
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