

## Grammar Progression 2024-2025

Skills	KS1	Year 3	Year 4	Year 5	Year 6
<b>The Writing Hub</b>		Sentence Fragment Subject Verb Harder Verbs Complete Sentence Correct Conjunctions	Pre-test (complete by Fri 4/10) Sentence Fragment (complete by Fri 11/10) Subject (complete by Fri 25/10) Verb (complete by Fri 15/11) Harder Verbs (complete by 29/11) Complete Sentence (complete by 13/12) Complete mid-year test by 20/12 Correct Conjunctions (complete by 17/01) Run-on sentences (complete by 31/1) Comma Splice (complete by 14/2) Sentence Types (complete by 7/3) Noun appositive (complete by 21/3) Complete post-test by 28/3	Pre-test (complete by Fri 4/10) Sentence Fragment (complete by Fri 11/10) Subject (complete by Fri 25/10) Verb (complete by Fri 15/11) Harder Verbs (complete by 29/11) Complete Sentence (complete by 13/12) Complete mid-year test by 20/12 Correct Conjunctions (complete by 17/01) Run-on sentences (complete by 31/1) Comma Splice (complete by 14/2) Sentence Types (complete by 7/3) Noun appositive (complete by 21/3) Complete post-test by 28/3	Pre-test (complete by Fri 4/10) Sentence Fragment (complete by Fri 11/10) Subject (complete by Fri 25/10) Verb (complete by Fri 15/11) Harder Verbs (complete by 29/11) Complete Sentence (complete by 13/12) Complete mid-year test by 20/12 Correct Conjunctions (complete by 17/01) Run-on sentences (complete by 31/1) Comma Splice (complete by 14/2) Sentence Types (complete by 7/3) Noun appositive (complete by 21/3) Complete post-test by 28/3
<b>Contexts for Writing</b>  <b>Children should:</b>	write narratives about personal experiences and those of others (real and fictional)  write about real events  write for different purposes	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
<b>Planning Writing</b>  <b>Children should:</b>	plan or say out loud what they are going to write about	discuss and record ideas  compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discuss and record ideas  compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	note and develop initial ideas, drawing on reading and research where necessary	note and develop initial ideas, drawing on reading and research where necessary
<b>Drafting Writing</b>  <b>Children should:</b>	write down ideas and/or key words, including new vocabulary  encapsulate what they want to say, sentence by sentence	organise paragraphs around a theme – new time, new place  in narratives, create settings, characters and plot  in non-narrative material, use simple organisational devices (headings & subheadings)	organise paragraphs around a theme  in narratives, create settings, characters and plot  in non-narrative material, use simple organisational devices (headings & subheadings)	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  precising longer passages  use a wide range of devices to build cohesion within and across paragraphs  use further organisational and presentational devices to structure text and to guide the reader	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  precising longer passages  use a wide range of devices to build cohesion within and across paragraphs  use further organisational and presentational devices to structure text and to guide the reader
<b>Editing Writing</b>  <b>Children should:</b>	evaluate their writing with the teacher and other pupils  re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  proofread to check for errors in spelling, grammar and punctuation	assess the effectiveness of their own and others' writing and suggest improvements  propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements  propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing  propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensure the consistent and correct use of tense throughout a piece of writing  ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing  propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensure the consistent and correct use of tense throughout a piece of writing  ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proofread for spelling and punctuation errors
<b>Performing Writing</b>  <b>Children should:</b>	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Vocabulary</b>  <b>Children should:</b>	use expanded noun phrases to describe and specify  attempt some varied vocab and use some varied sentence openings e.g.	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  use expanded noun phrases to describe and specify	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  use main and subordinate clauses	use a thesaurus  use expanded noun phrases to convey complicated information concisely	use a thesaurus  use expanded noun phrases to convey complicated information concisely

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	time connectives	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use expanded noun phrases to describe and specify  choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use modal verbs or adverbs to indicate degrees of possibility	use modal verbs or adverbs to indicate degrees of possibility	
<b>Grammar</b> <b>Children should:</b>	use coordination (using or, and, or but) use commas in lists  use sentences with different forms: statement, question, exclamation, command  use subordination (using when, if, that, or because)  use apostrophes for omission & singular possession  use the present and past tenses correctly and consistently including the progressive form  use extended simple sentences e.g. including adverbs and adjectives to add interest	use the present perfect form of verbs in contrast to the past tense  form nouns using prefixes  use the correct form of 'a' or 'an'  use word families based on common words (solve, solution, dissolve, insoluble)  use fronted adverbials  use conjunctions, adverbs and prepositions to express time and cause	use the present perfect form of verbs in contrast to the past tense  use the progressive forms of verbs  use the correct form of 'a' or 'an'  use a wide range of adverbial and prepositional phrases, including fronted adverbials correctly punctuated  use a wide range of conjunctions, adverbs and prepositions to express time and cause.	use the perfect form of verbs to mark relationships of time and cause  use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  convert nouns or adjectives into verbs  use devices to build cohesion, including adverbials of time, place and number  link ideas across paragraphs using adverbials of time, place and number	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  use passive verbs to affect the presentation of information in a sentence  use the perfect form of verbs to mark relationships of time and cause  understand and use differences in informal and formal language  understand synonyms & antonyms  use further cohesive devices such as grammatical connections and adverbials	
<b>Punctuation</b> <b>Children should:</b>	full stops and capital letters question marks exclamation marks commas in a list apostrophes for contracted form and for possession	use commas after fronted adverbials  indicate possession by using the possessive apostrophe with singular and plural nouns  use and punctuate direct speech (including punctuation within and surrounding inverted commas / not necessarily new line for a new speaker)	use commas after fronted adverbials  indicate possession by using the possessive apostrophe with singular and plural nouns  use and punctuate direct speech (including punctuation within and surrounding inverted commas / not necessarily new line for a new speaker)	use commas to clarify meaning or avoid ambiguity in writing  use brackets, dashes or commas to indicate parenthesis  use and punctuate direct speech (including punctuation within and surrounding inverted commas and new line for a new speaker)	use brackets, dashes or commas to indicate parenthesis  use hyphens to avoid ambiguity  use semicolons, colons or dashes to mark boundaries between independent clauses  use a colon to introduce a list punctuating bullet points consistently  use and punctuate direct speech (including punctuation within and surrounding inverted commas and new line for a new speaker)	
<b>Vocabulary</b> <b>Children should know:</b>	noun proper noun pronoun noun phrase verb adverb apostrophe consonant vowel	comma adjective exclamation statement question command tense	preposition possessive pronoun article (a, an, the) antonym word families conjunction phrase clause subordinate clause word family abstract and collective noun	subordinate clause main clause direct speech finite verb infinite verb verb inflection inverted commas determiner synonym adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion homophone homonym ambiguity	subject object active passive ellipsis hyphen colon semi-colon bullet points