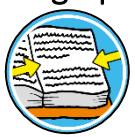
Grammaristic Progression Guidance

This document exemplifies each of the Grammaristics and where they are introduced across the school in line with the national curriculum requirements. It is important to note that this is a cumulative model where previous learning must be revisited, further reinforced, and developed in every year group that follows.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adverbs and adverbial phrases 			Use adverbs to express time and cause (then, next, soon, therefore)	Use fronted adverbials (and use commas after them)	Indicate degrees of possibility using adverbs (such as perhaps, surely) Use adverbials to link ideas across paragraphs (time – later, place – nearby, number – secondly)	Link ideas using adverbials
Basics 	Leave spaces between words Compose a sentence orally before writing it	Use expanded noun phrases to describe and specify Understand what the role of a noun, adjective, adverb and verb is within a sentence	Use an or a according to whether the following word begins with a consonant or vowel Accurately use pronouns within a sentence Choose nouns and pronouns appropriately for clarity and cohesion Use prepositions to express time and cause (before, after, during, in, because of)	Use Standard English forms for verb inflections instead of spoken forms (we were instead of we was) Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases (the strict Maths teachers with curly hair) Understand and use determiners in writing	Use modal verbs to indicate possibility or certainty Understand and use relative pronouns when composing relative clauses	Use expanded noun phrases to convey complicated information concisely Understand how to make writing cohesive by repeating words or phrases

Sentence structures 	Join words and clauses using 'and'	Learn to use subordination (when, if, that, because) and coordination to link sentences (or, and, but) Understand what is meant by a compound sentence and use them within writing	Use conjunctions to express time, place and cause (when, before, after, while, so, because) Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing	Appropriate use of pronoun or noun within or across sentences to aid cohesion	Use relative clauses that begin with who, which, where, when, whose, that or an omitted relative pronoun	Use colons, semi-colons and dashes to link independent clauses
Dialogue and contracted forms 		Spell words with the contracted form	Compose sentences that include dialogue (introduce inverted commas to punctuate speech)	Correctly punctuate direct speech (including comma after reporting clause and punctuation to end speech before inverted comma)	**Revisit, reinforce and develop upon previous year groups**	Understand the difference between vocabulary typical of informal speech and the appropriate register for formal speech and demonstrate this in writing Use question tags (such as isn't he?) to show the difference between informal and formal speech
Purpose 		Write for different purposes including: narratives, poetry and real events Use sentences with different forms: statement, question, command and exclamation	Use headings and sub-headings to aid presentation	**Revisit, reinforce and develop upon previous year groups**	**Revisit, reinforce and develop upon previous year groups**	Use subjunctive to show the difference between informal and formal speech (If I were/were they to come) Use layout devices (such headings, sub-headings, columns, bullet points or tables) to structure a text
Paragraphs 	Sequence sentences to form short narratives	**Revisit, reinforce and develop upon previous year groups**	Introduce paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	**Revisit, reinforce and develop upon previous year groups**	**Revisit, reinforce and develop upon previous year groups**

Passive/active voice 						Use passive to affect the presentation of information in a sentence
Past and present tense 		Use the present and the past tenses correctly throughout writing Use the progressive form to mark actions in progress (she is drumming)	Use the present perfect forms of verbs in contrast to the past tense	**Revisit, reinforce and develop upon previous year groups**	Use tense choices to link ideas across paragraphs (he had seen her before) Use the perfect form of verbs to mark relationships between time and cause (he had seen her before)	**Revisit, reinforce and develop upon previous year groups**
Punctuation 	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use the possessive apostrophe (singular) Use apostrophes to mark where letters are missing in spelling Use full stops, capital letters, exclamation marks and question marks to demarcate sentences Use commas to separate items in lists	Introduce inverted commas to punctuate direct speech Place the possessive apostrophe in regular and irregular plurals	Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause, punctuation to end speech) Use apostrophes to mark plural possession	Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity	Use semi-colons, colons and dahes to mark the boundary between independent clauses Use a colon to introduce a list Use semi-colons within lists Punctuate bullet points appropriately to list information Understand how hyphens can be used to avoid ambiguity and demonstrate this in writing Use ellipsis to link ideas across paragraphs and create cohesion