



Grove School Grammar and Punctuation Progression Document

Areas identified are the areas which must be taught explicitly each half term. Teachers to use AFL to identify additional areas of grammar and punctuation to be taught as/if necessary each half term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> *How words combine to make sentences. *Beginning to punctuate sentences using capital letters. * Beginning to punctuate sentences using full stops. 	<ul style="list-style-type: none"> *Sequencing sentences to form short narratives. * Using a capital letter for the personal pronoun I. 	<ul style="list-style-type: none"> * Joining words and clauses using 'and'. *Using a capital letter for the days of the week. 	<ul style="list-style-type: none"> *Use some simple descriptive words (shape, colour, size, emotions). *Using a capital letter for the names of people. *Using a capital letter for the names of places. 	<ul style="list-style-type: none"> *Beginning to punctuate sentences using question marks. *Start some sentences in different ways. 	<ul style="list-style-type: none"> *Beginning to punctuate sentences using exclamation marks.
Year 2	<ul style="list-style-type: none"> * Demarcate most sentences with capital letters and full stops. *Use the present tense consistently e.g. is, am, are. *Use the past tense consistently e.g. were, was. *Use co-ordination (or / and / but) to join clauses. 	<ul style="list-style-type: none"> *Use the present tense consistently e.g. is, am, are. *Use some subordination (when / if / that / because) to join clauses. *Use an expanded noun phrase to expand and specify e.g. the blue butterfly. 	<ul style="list-style-type: none"> *Write questions. *Write commands. *Write exclamations. *Use exclamation marks correctly when required. *Use question marks correctly when required. 	<ul style="list-style-type: none"> *Use the present tense consistently e.g. is, am, are. *Use commas in a list. 	<ul style="list-style-type: none"> *Use the progressive form of verbs e.g. is... and was... 	<ul style="list-style-type: none"> *Apostrophes for contractions *Apostrophes for singular possession.

	*Write statements.					
Year 3	<ul style="list-style-type: none"> *Identifying nouns *Identifying adjectives *Identifying verbs *The simple present tense *The simple past tense *Use determiners (a, an, the, that, these). 	<ul style="list-style-type: none"> *Use a co-ordinating conjunction correctly (or, and, but) *Use a subordinating conjunction correctly (when, if, because). *Expanded noun phrases using modifying adjectives and nouns e.g. the kind maths teacher; the oak tree. *Standard English for verb inflections e.g. was, were, did, done. 	<ul style="list-style-type: none"> *Adverbs or prepositions to describe characters' actions and settings. *Paragraphs to organise ideas around a theme. *Use pronouns for clarity and to avoid repetition in writing. 	<ul style="list-style-type: none"> *Beginning to punctuate sentences using inverted commas for direct speech. *The present progressive form of verbs (We are playing) *The past progressive form of verbs (He was playing) 	<ul style="list-style-type: none"> *The present perfect tense (I have.., he has...). *Standard English for verb inflections e.g. was, were, did, done. *Use determiners (a, an, the, that, these). 	<ul style="list-style-type: none"> *Fronted adverbials. *Paragraphs to organise ideas around a theme.
Year 4	<ul style="list-style-type: none"> *Simple past and present tense *Expanded noun phrases using modifying adjectives, nouns and prepositional phrases e.g. the kind maths teacher with curly hair. 	<ul style="list-style-type: none"> *Paragraphs to organise ideas around a theme. *Present progressive (We are playing) and Past progressive (He was playing) *Inverted commas and other punctuation to 	<ul style="list-style-type: none"> *Fronted adverbials punctuated by a comma. * Present perfect (I have been, she has been). * Pronouns and nouns (his, her, theirs, mine) within 	<ul style="list-style-type: none"> *Inverted commas and other punctuation to indicate direct speech (comma after the reporting clause, ! ? . , within the inverted commas). *Use determiners (the, that, these) 	<ul style="list-style-type: none"> *Expanded noun phrases using modifying adjectives, nouns and prepositional phrases e.g. the kind maths teacher with curly hair. *Use the co-ordinating conjunctions 'and, 	<ul style="list-style-type: none"> *Fronted adverbials punctuated by a comma. * Use determiners (the, that, these). *Paragraphs to organise ideas around a theme.

	<p>*Use the co-ordinating conjunctions (and, but, or, so) correctly.</p> <p>*Standard English for verb inflections e.g. was, were, did, done.</p> <p>*Use the subordinating conjunctions (because, when, if, although, after) correctly.</p>	<p>indicate direct speech (comma after the reporting clause, ! ? . , within the inverted commas).</p>	<p>and across sentences.</p>		<p>but, or, so' correctly.</p> <p>*Use the subordinating conjunctions 'because, when, if, although, after' correctly.</p>	
Year 5	<p>*Expanded noun phrases using modifying adjectives, nouns and prepositional phrases e.g. the kind maths teacher with curly hair.</p> <p>*Past and present progressive.</p> <p>*Inverted commas and other punctuation to indicate direct speech (comma after the reporting clause, ! ? . , within</p>	<p>*Devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>*Commas for clarity.</p> <p>*Using relative clauses beginning with who, which, where, when, whose, that.</p>	<p>* Past and present perfect form.</p> <p>*Punctuation for parenthesis including the use of dashes, brackets and commas.</p> <p>* Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.</p>	<p>*Punctuation for parenthesis including the use of dashes, brackets and commas.</p> <p>*Marking boundaries between clauses using colons, semi-colons and dashes.</p>	<p>*Use adverbs to indicate a degree of possibility.</p> <p>* Marking boundaries between clauses using colons, semi-colons and dashes.</p> <p>* Use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>*Punctuation for parenthesis including the use of dashes, brackets and commas.</p> <p>* Use some accurate use of passive and modal verbs.</p>

	the inverted commas). Linking ideas across sentences and paragraphs using adverbials of time.					
Year 6	<ul style="list-style-type: none"> *Devices to build cohesion across paragraphs using repetition of a word, adverbials and ellipsis. *Commas for clarity. *Using relative clauses beginning with who, which, where, when, whose, that. 	<ul style="list-style-type: none"> *Punctuation for parenthesis including the use of dashes, brackets and commas. *Marking boundaries between clauses using colons, semi-colons and dashes. *Expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> *Use of a colon to introduce a list and semi-colons within lists. *Punctuating bullet points consistently. *Past and present progressive. *Past and present perfect form. *Use modal verbs or adverbs to indicate a degree of possibility. 	<ul style="list-style-type: none"> *Identifying the subject and object within a sentence. *Active and passive voice *Hyphens to be used to avoid ambiguity. 	<ul style="list-style-type: none"> *Subjunctive mood *The different structures of speech e.g. informal and formal speech. *Use a wide range of clause structures, sometimes varying their position within the sentence. 	<ul style="list-style-type: none"> *Past and present progressive. *Past and present perfect form. *Subjunctive mood. *Punctuation for parenthesis including the use of dashes, brackets and commas.