Deer Park School Grammar and Punctuation Progression guide term- by –term 2020-2021.

This progression is a term-by-term break down of National Curriculum grammar and punctuation objectives, indicating when these should be taught. It omits reference to spellings. For additional detail please refer to the National Curriculum for English.

Where this progression guide may differ from other frameworks, Power of Reading, is that it indicates the skill which should be taught to be both used *and* identified, unless otherwise stated.

For example, children may use brackets by Year 3, as one example of their ability to adapt a chosen form to an audience; however explicit teaching of this feature is not expected until Year 5 at which point children should be taught to consciously name and identify the feature that they are using, as well as identify it in the writing of others and describe its impact.

Terminology

In some cases, children are expected in the curriculum to use grammatical features, but it is not necessary for them to be taught the corresponding terminology at that point in time.

Exposure…For example, Year 2 children are expected to be using some simple subordinating conjunctions (I had dinner <u>when</u> I got home) without the need to be aware of the names for these features.

For guidance in which terminology should be taught, refer to the words **in bold.**

Non- negotiables

Under each year groups objectives are listed that the term's **non- negotiable** objectives. These are predominantly punctuation- with the exception of the correct use of past and present tense- and refer to the children's ability to be able to use the relevant punctuation **consistently and accurately** by the specified point in the child's education. If a child is not displaying the ability to use a non- negotiable element of punctuation, immediate strategies should be put in place to rectify this.

As a general rule, punctuation begins to become non-negotiable on children's writing a year or more after first being introduced. This gives teachers ample time to re-teach material to classes who are still insecure after initial teaching.

For example, apostrophes of possession are first taught in Year 2, consolidated in Year 3 and are not considered non-negotiable until the beginning of Year 4.

	Autumn Term	**Spring Term**	**Summer Term**
Year 1	• Regular **singular** and **plural** nouns (-s or -es) • Separation of words with spaces but not **letters**. • Sentences end with a **full stop** • Sentences begin with a **capital letter**	• **Suffixes** which require no change in the spelling (kicked, kicking and kicker) • A sentence has a **subject**, a **verb** and a complete idea • Begin to use **verbs** using past and present tense • Joining **sentence** using 'and'. • Capital letters are used to begin names and the pronoun 'I'	• A question is a sentence that can be responded to and ends in a questions mark? • An exclamation expresses surprise of emotion and ends with an exclamation mark Pupils begin to identify and use the correct forms of these forms of punctuation.
Alan Peate's Sentences		2A sentences List sentences ing ing, ing sentences.	2A sentences List sentences ing ing, ing sentence
AfL	GDS/EXC WTS	GDS/EXC WTS	GDS/EXC WTS

	Autumn Term	Spring term	Summer Term
Year 2	**Subject** and verb taught explicitly - Other coordinating **conjunctions** used to join clauses; but, and, or - Teaching of **nouns** as things (table, Paris, happiness). But specific descriptor of common, proper, abstract is not necessary. - An **adjective** is a word that describes a noun. **Noun phrases** and their use as subjects. - Further consolidation of **full stops, exclamation marks, question marks and capital letters.**	- Words can join together to form **compound** words. - Subordinating **conjunctions** taught to joins clauses: when, because, if and that. **Present tense** and **past tense**. Difference between *simple* and *progressive*. *Progressive*- was walking/walking. *Simple*- walked/ walks. Terminology not necessary. **Apostrophes** to show possession of *singular* nouns.	- Wider range of **suffixes** such as those which forms nouns: ness, er, ful, est, ly **Statements, commands**, **questions** or **exclamations**. - Introduce the term 'clause' to sometimes replace the word sentence. **Adverbs** to tell us *when, where or how* something happened. "I played yesterday/outside/quietly" **Commas** to separate items in a list. - Use **apostrophes** to show contraction accurately.
Year 2 Non-negotiables consistency in writing.			- Capital letters to begin sentences. - Correct use of present and past tense. - Simple coherent sentences formed with no missing words. - Capital letters for the pronoun I
Alan Peate's sentences	What/How + ! sentences List sentences	Noun sentences- which, who, were Simile sentences	4 sentence types Double ly ending
AfL	GDS WTS		

	Autumn Term	Spring Term	Summer Term
Year 3	• Correct use of the **article** *a* and *an* to precede a noun. • Further teaching of **adverbs** to show *time* and *cause* eg therefore, meanwhile, next etc • Introduce **paragraphs** to group material. • Use of **determiners** with nouns to help define them • Consolidate **apostrophes** to show *possession*. Children to start using these in their writing	• Create nouns using **prefixes (super, anti)**. • Difference between **main clause** and **subordinate clause** • Difference between **coordinating** and **subordinating.** • Further subordinating conjunctions introduced to show *time, cause* and *place* • Creating **cohesion** within and between sentences. • Introduce **the present perfect tense:** she has taken it; I have taken it. • Use **headings** and **subheadings** • Use **apostrophes** to show *contraction* in their writing.	• Introduce to **word families** from root words: useful, useless, re-use and misuse, etc. • **Prepositions** and **prepositional** phrases to indicate *time* and *place* (during, in, under, etc) and how they can sometimes be confused with **subordinating conjunctions**: before, until, after • Begin to differentiate **formality** when writing for different purposes • Begin to understand use of and use **modal verbs** to indicate degrees of possibility. • **Inverted commas** to punctuate **direct speech.**
Year 3 Non-negotiable consistency in writing	• **Capital letters to begin sentences and pronoun** • **Correct use of present and past tense** • **Simple, coherent sentences formed correctly with no missing words**	• **Full stops or exclamation marks to demarcate sentences** • **Commas to separate items in a list** • **Question marks for questions**	• **Apostrophes for contraction used** • **Use a variety of determiners (articles, demonstratives and possessives)**
Alan Peate's sentences	Verb person Double ly ending Name-adjective pair- sentences	Ad some Ad sentences FANBOYS De:De	First word last word sentence 3 ed sentences Emotion
AfL	GDS/EXC WTS		

	Autumn Term	**Spring Term**	**Summer Term**
Year 4	- Difference between plural and possessive -s - Expansion of **adverb**s for time, place, cause frequency and degree to "**adverbials**". An adverbial does the job of an adverb in multiple words. These can be, but are not always **fronted adverbials**. - Distinguish between **common** and **proper** nouns - Use **subordinate conjunctions and clauses** in sentences - Consolidate **inverted comma** use for **direct speech**. **Apostrophes** for *possession* with **plural** words	- Correct **verb inflection**: We were, he was, did/done etc. - More detailed teaching of effective use of **adjectives** for **description** and to **expand noun phrases.** - Use **pronouns** and possessive pronouns. - Consolidate **paragraph** use to group related material. - Teach complete rules of punctuating **direct speech** including correct use of capital letters, punctuation inside the **inverted commas** and **comma** use.	**Use** correct **formality** when writing for different purposes. - Expanded noun phrases uses adjectival prepositional phrases. The teacher **with curly hair** sat down. - Use of a **comma** to separate both fronted adverbials and fronted subordinate clauses from the main clause.
Year 4 Non-negotiable	**Use the correct determiners (articles, demonstratives and possessives)** **Use Apostrophes for *possession* with singular word.**	**Use of subordinate and coordinate conjunctions for cohesion**	**Use apostrophes for *possession* with plural words** **Correct verb inflection**
Alan Peat's sentences	All the W's Many questions	The more, the more 2 pairs 3 ed sentences	Emotion -ing – ed sentences
AfL	GDS/EXC WTS		

	Autumn Term	**Spring Term**	**Summer Term**
Year 5	• **Verbs with prefixes**: dis, mis, de etc. • Consolidate complete rules of **direct speech**. Explore difference between direct and **indirect speech**. • **Relative clauses** beginning with a relative pronoun: The man, who was running, hailed the bus. • Expansion of **adverbs** to include adverbs of possibility: maybe, perhaps, definitely. • Use correct **formality** when writing for different purposes for both vocabulary and structures including the **subjunctive form**	• Use **cohesive devices**: reference; substitution and ellipsis; connectives and lexical cohesion • Relative clauses with an omitted subject: The man, **running as fast as he could**, hailed the bus. • **Commas** for **parenthesis**. Explore difference between these and **relative clauses**. • **Brackets** or **dashes** for **parenthesis**. Explore difference. • **Modal verbs**: might, could, should, will etc.	• **Suffixes** for root words converting verbs, nouns and adjectives: -ate, -ise and -ify, • **Commas to clarify meaning**. Difference between comma for a list and comma to separate a fronted prepositional/adverbial phrase or clause from a main clause. After they left Jon, Sally and Bob went to the cinema. After they left, Jon, Sally and Bob went to the cinema.
Year 5 Non-Negotiable consistency in writing	• **Commas to separate fronted adverbials**	• **Use of paragraphs to group information**	• **Complete rules for direct and indirect speech**
Alan Peate's sentences	Outside: inside sentences Some; others sentences	Personification of weather sentences 3 bad (dash) questions.	P.C sentences If-, if- if-, then
AfL	GDS/EXC		

	WTS	

	Autumn Term	Spring Term	Summer Term
Year 6	• Use **cohesive devices**: reference; substitution and ellipsis; connectives and lexical cohesion. • Use **cohesive devices** to link ideas <u>across</u> paragraphs (eg repetition of a word or phrase, grammatical connections such as adverbials, and ellipse.) • Use of a **colon** after a main clause and a semi-colon between **main clauses**. Not to be taught concurrently with alternative **colon/semi-colon** use	• Correct use of f**ormal** and **informal** speech and writing techniques: **subjunctive form**, etc. • **Active** and **passive** voice to change the **subject** and **object** of a sentence. Explore impact. • Use of **hyphens** to avoid ambiguity; man eating shark or man-eating shark • Use of a **colon** to introduce a list and **semi- colons** within (complex) list • Correct rules of **bullet points** to list information	• Vocabulary used in informal speech and vocabulary appropriate for formal speech and writing [devise-make] • Consolidation teaching of different **layout** features of a text: **columns** for articles, **headings, subheadings** and **tables**, etc.
Year 6 Non-negotiable	• **Brackets, dashes, or commas for parenthesis**	• **Semi-colons and colons to separate of follow main clauses respectively**	
Alan Peate's sentences	Irony sentences Imagine 3 examples Active/passive sentences	Tell: (colon) show 3 examples. When-; when-: when; then_.	
AfL	GDS WTS		