



## Whole school grammar progression

<b>ELG 03</b>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>ELG 10</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Year 1</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <b>and</b> Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun - I</b>
<b>Year 2</b>	Subordination and Coordination (conjunctions) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Question marks, exclamation marks, commas in a list, apostrophes
<b>Year 3</b>	Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of) Subordinate clauses Introduction to inverted commas to punctuate direct speech
<b>Year 4</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the teacher expanded to: <i>the really strict teacher</i> or <i>the strict maths teacher with curly hair</i> . Fronted adverbials e.g. Later that day, I heard the bad news. Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause Apostrophes to mark plural possession Use of commas after fronted adverbials
<b>Year 5</b>	Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs e.g. perhaps, maybe or modal verbs e.g. might, should, will, must Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Year 6</b>	Use of the passive to affect presentation of information in a sentence The difference between formal and informal speech and writing. Subjunctive form in very formal writing and speech Use of semi- colon, colon and dash to mark boundary between independent clauses Use of colon to introduce list and semi- colon within a list Punctuation of bullet points How hyphens can be used to avoid ambiguity e.g. man-eating shark

### WORD CLASSES:

<b>KS1</b>	<b>KS2</b>
Nouns Adjectives Verbs Adverbs	Nouns (concrete, abstract and proper) Adjectives Pronouns Verbs Adverbs Conjunctions

	Determiners Articles (the, an, a) Preposition Interjections
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