



Progression in Grammar

	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Proper Nouns Pronouns	Use capital letters for names.	Use capital letters for names, places, days of the week, months of the year and the pronoun 'I'.	Consistently choose nouns or pronouns appropriately to avoid repetition, e.g. he, she, they, it.	Consistent and confident with proper nouns and pronouns.
Verbs Adverbs Tenses Determiners	Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future.	Use a regular simple past tense verb in a sentence. Begin to add "-ly" to an adjective to make an adverb in sentences. Begin to use imperative verbs and simple adverbials of time when giving instructions. Use the past and present tense within the right context in sentences.	Recognise and use irregular simple past tense verbs e.g. awake – awoke, blow – blew Recognise and use the present perfect form of verbs. Use verbs, adverbs/adverbials of time and imperative verbs accurately in writing. To use the determiners 'a' or 'an' correctly throughout a piece of writing	Use different verb forms accurately e.g. simple, progressive, perfect, imperative and infinitive. Use the correct subject and verb agreement when using singular and plural Use passive and modal verbs, accurately e.g. passive – the window was broken; modal – might, should, could. To recognise and use determiners, articles and quantifiers.
Organisation	Attempt to write lists and instructions across the curriculum.	Use headings and subheadings to present information. Begin to use paragraphs to group related information together when writing.	Use titles, headings, subheadings to organise writing into different themes, ideas and detail. Organise writing into paragraphs which demonstrates a shift in action, detail or theme.	Consistently use a range of layout devices to structure a text, including headings, tables, columns and diagrams Link ideas across paragraphs by including ellipsis, adverbs and repetition
Nouns and Adjectives (Alan Peat Sentence Types)	Use one adjective to describe a noun	Use one or two adjectives to describe a noun within a sentence. (1A/2A Sentences) Write three or four adjectives before a noun within a sentence. (List Sentences)	Use noun phrases and expand by adjectives. (4A Sentences)	Use three adjectives that end in -ed and describe emotions. (3-ed Sentences) Use three negatives, followed by a dash, question which relates to three adjectives. (3 bad-dash Question?) Begin sentences with two pairs of related adjectives. (2 pairs Sentences) Expand on a noun, using dashes. (Name-Adjective Pair-sentences)
Conjunctions And Clauses (Sentence Types)	When speaking, begin to use 'and' and 'because' to link thoughts together	Use two main clauses joined with 'and'. (Noun Phrase)	Use but, or, because, so to join two clauses (co-ordinating conjunctions / BOBS Sentences) Extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (subordinating conjunctions / If, if, if, then) Start with a subordinate clause followed by an action. (With a (n) Action, more action)	Use an independent clause for description, followed by a colon and another independent clause to add further detail. (De:de) Extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. (When; when; when, then Sentences) Use a semi-colon to mark boundaries between independent clauses. (Some; others) Use relative clauses, beginning with a relative pronoun, and a colon for a list. (Imagine 3 examples)

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Other Sentence Types (Alan Peat Sentence Types)		Use who, what, would and why as question sentences. (All the Ws) Use exclamation, question, statement, and command sentences. (Short Sentences) Use similes to represent an object, or place, by comparing with another. Use figurative language techniques, including onomatopoeia and alliteration to enhance detail within writing.	Express time, place and cause using adverbs. (As -ly) Use prepositions to express time and cause. (-ing / -ed) Express time, place and cause using adverbs. (Double -ly ending) Use fronted adverbials to show emotion. (Emotion comma) Use a verb at the beginning of a sentence, followed by a name or personal pronoun. (Verb, person) Use similes and begin to write metaphors to symbolise a noun, or concept.	Use relative clauses within a sentence to add information on the sentence topic. (Noun, which/who/where) Use brackets to inform the reader of a feeling or action. (Outside/Inside) Link ideas across paragraphs using repetition of a word or phrase. (The more, the more) Use a two part sentence which starts with a description of an emotion followed by a description of a consequence. (Emotion- Consequence) Use figurative language, including personification to give nouns a characteristic.			
Terminology	Nouns Capital letters Adjectives	Adverb Questions Exclamations Headings Paragraphs Alliteration	Verbs and imperative Statements Conjunctions Subheadings Similes Onomatopoeia	Pronouns Adverbials Similes Subordinate Clause Subordinating Conjunctions	Titles Noun Phrases Fronted Adverbials Metaphors	Prefixes and suffixes Modal verbs infinite, perfect and progressive Relative Clauses Personification	Columns Diagrams Passive and active voice Ellipsis