



Grammar, punctuation and sentence level progression

These objectives link directly to the English National Curriculum. They should be embedded in writing across the curriculum and throughout our NICER challenge packs. Words in [blue](#) link directly to the Grammar terminology for pupils in the Grammar index on the National Curriculum document.

These skills must be taught explicitly in each year group with appropriate challenge that links to their writing genre. We believe there should be suitable opportunities planned so that children can explore their new learning through practical, engaging tasks. The aim of this approach is that children will have a secure knowledge and it will have a positive impact upon their writing.

For those requiring additional support, it is essential that consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers. This may be through specifically planned starters or through timely interventions. They must demonstrate consistency in these skills across all areas of the curriculum.

Some children may have secured all of the elements within within the year group accurately - they will need to develop the ability to manipulate sentence structures and experiment with their skills across all areas of the curriculum.

End of Key Stage expectations state that to be working at the expected level, pupils demonstrate attainment of all of the statements within that standard and all the statements in the preceding standard.

Notes for Teachers → children should be taught to experiment with concepts and skills:

- *The little boy* fumbled frantically for the door because he heard the voices behind him.
- *Frantically*, the little boy fumbled for the door because he heard the voices behind him.
- *Fumbling frantically for the door*, the boy heard to the voices behind him.
- *Because he heard the voices behind him*, the little boy fumbled frantically for the door.

Development Matters:

40-60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

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.

- Use phonic knowledge to attempt to spell words (understanding a word as a unit of meaning). e.g. *The cat sat on the mat.* might look like *T ct st on t mt.*
- Understand the components of a simple sentence (capital letter, full stop, finger space, sense)
- Write for a purpose independently (writing may be emergent but must carry meaning for the child)
- Retell events/ actions in order and be able to tell/retell a simple story (this may be oral).

Children who achieve exceeding in writing often can

- Spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing. Assess work against a set of criteria. Make alternative choices for phonics sounds and change spellings accordingly.

Before moving on to Year 1:

Pupils entering Year 1 who have not yet met the ELG for Literacy should continue to follow their school's curriculum OR the EYFS to develop their word reading, spelling and language skills.

However, these pupils should follow Y1 programmes of study so that they develop their vocabulary and understanding of the grammar.

<u>Year 1</u>		<u>Year 2</u>	
Ensure children can meet the following objectives:		<u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:	
Outcome	Teachers notes and examples:	Outcome	Teachers notes and examples:
Orally rehearse and remember a <u>sentence</u> .	A sentence is a subject and a verb in its simplest form.	Write a range of simple sentences.	<u>Simple</u> The boy cried.
<u>Words</u> in sentences have suitable spaces between them.	Follow letter join handwriting programme to see joins.	Improve a <u>noun phrase</u> by adding more or one <u>adjective</u>	First ensure that children understand that a noun is a naming word. The terrified three year old boy...
Recognise when a sentences makes sense and re-read to check this in their work.		Write a range of <u>compound</u> sentences using <u>coordination</u> : and, but, or, so and yet.	This is a compound sentence: <u>It was raining but we were indoors.</u> (two <u>main clauses</u> coordinated with the word but).

<u>Year 1</u>		<u>Year 2</u>	
Ensure children can meet the following objectives:		<u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:	
Demarcate <u>each sentence</u> with a <u>capital letter and full stop</u> .	Understand that these are a form of <u>punctuation</u> (see below also)	Write a range of sentences using <u>subordination</u> : because, when, if and then.	Note: This is a complex sentence where children are using two clauses (a <u>main clause</u> and a <u>subordinate clause</u>). I love the rain because I can wear my wellington boots. (I love the rain = main clause; because I can wear my wellington boots = subordinate clause).
Begin to experiment with <u>question mark and exclamation mark</u> .	This can be recognised during GR sessions.	Use exclamation marks and question marks accurately, in particular, the teaching of an <u>exclamation sentence</u> .	Teach: A <u>statement</u> uses a full stop. It is raining. A <u>question</u> sentences uses a question mark. Where are you going? An <u>exclamation</u> sentence starts with <u>How</u> or <u>What</u> and ends with an exclamation mark. It has a verb and a noun. <u>What</u> lovely eyes you have! <u>How</u> brightly the stars were shining! A <u>command</u> uses a full stop or exclamation mark. Bring me my dinner!

<u>Year 1</u>		<u>Year 2</u>	
Ensure children can meet the following objectives:		<u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:	
Begin to use capital letters for people, places, days of the week and I	Introduce the idea that these are nouns - this will be taught in Y2.	Use verbs and recognise that adverbs give additional information about the verb. Children must be able to write progressive present tense, progressive past tense and present perfect tense using accurate verbs .	A verb is a word for an action or a process - remember 'to be' and 'to have' are verbs. Typically, children will be able to use manner adverbs e.g. happily, quickly (N.B remember, they will also be using sequencing words that are also adverbials e.g. Yesterday, Next, Finally...) N.B. Year 2 Spelling content includes the suffix 'ly'
Join sentences together with 'and' to make a compound sentence.		Use commas in lists.	Teach rule of 3: She likes chocolate, apples and grapes.
Use of accurate present and past tense verbs including the progressive form.	She walks... She will walk... She walked... I paint... I will paint... I painted...	Begin to use apostrophes for contractions and singular possession.	I'm Don't Can't She's He's The girl's pencil case

Year 1

Ensure children can meet the following objectives:

Year 2

In addition to Year 1 outcomes, ensure children can meet the following objectives:

Use of consistent *past or present tense*.

Recounting/re-telling (past tense including progressive/ continuous forms: is/are was/were/have/had).

I skipped or I was skipping.
I skip or I am skipping. Non Chronological or instruction writing for present tense.

Refer to Y5 objective on *Modal Verbs*:

N.B. Some modal Verbs are found on the Common Exception Word list at Y2.

Year 3

In addition to KSI outcomes, ensure children can meet the following objectives:

Year 4

In addition to KSI and Y3 outcomes, ensure children can meet the following objectives:

Outcome	Teachers notes and examples:	Outcome	Teachers notes and examples:
<p>Understand, recognise and write using a range of subordinating conjunctions when writing sentences: so, because, if, when, then, although, after, before, while.</p> <p>N.B Children can recognise it as a conjunction even when it is at the start of the sentence.</p>	<p>Note:</p> <p>When using sentences with more than one clause, check that children understand that one part is the main clause and that the subordinate clause won't make sense by itself.</p> <p>I use an umbrella when it is raining.</p>	<p>Use the relative pronoun which or who to create an embedded clause within a complex sentence.</p>	<p>Note: embedded clauses are sometimes called 'drop in' or 'relative' clause:</p> <p>The man, <u>who lived at number 10</u>, walked his dogs at 9am each morning.</p> <p>Every July, the garden, <u>which backed onto ours</u>, was a riot of colour.</p>
<p>Use adverbs and adverbial phrases as sentence openers (when, how, where).</p>	<p>Start with when and where adverbial phrases using prepositions.</p> <p><u>At</u> 12 O' Clock...</p> <p><u>Underneath</u> the book shelf...</p>	<p>Understand, recognise and use a full a range of coordinating and subordinating conjunctions correctly: if, so, while, since, although, after, meanwhile, until</p>	<p>Children must build on and secure their understanding of the purpose different types of conjunctions and connecting devices and when they should be used e.g. coordinating, subordinating, reinforcing/opposition, explaining/listing, cause and effect.</p> <p>Children must understand that adverbials for 'when' (time) can connect paragraphs together.</p> <p>N.B. Children can experiment with subordinate clause at the start of a sentence and in the middle of a sentence; and know that when it is used at the start of a sentence it requires a comma after the subordinate clause: I had to stay indoors until it stopped raining.</p> <p>Until it stopped raining, I had to stay indoors.</p>

<u>Year 3</u>		<u>Year 4</u>	
In addition to KSI outcomes, ensure children can meet the following objectives:		In addition to KSI and Y3 outcomes, ensure children can meet the following objectives:	
To use adverbials such as: before, soon, later... to show links to previous sentences.	Chronology (recounts) and early explanation of a process (instructions., recipe)	Use a colon to introduce a list sentence or a topic.	Note: read and explore play scripts in GR.
To use <u>verbs</u> and adverbs chosen for variety, precision or clarity.	<u>really</u> sad, alternatives for said/went/nice Explore vocabulary through the use of Cleins.	Include how (manner), where (place), when (time) adverbs and <u>adverbial phrases</u> in a variety of positions within a sentence.	Notes: Open with a <u>fronted adverbial</u> phrase, and then use a comma. <u>Silently tiptoeing</u> towards the door, the burglar... <u>Underneath the rug</u> , a small mouse... <u>Yesterday</u> , the dentist extracted my tooth.
To use perfect present tense verbs / auxiliary verbs.	was / were is / are is / am		
Improving a noun phrase by addition or replacement.	Are we adding an adjective: The beautiful butterfly or replacing the noun: The beautiful Cabbage White...	Children should understand <u>possessive pronouns</u> , understand what it means and can apply it in their work. Children should choose and use a range of nouns and Proper Nouns within and across paragraphs and whole pieces of work to add cohesion and avoid repetition.	Children should use them to aid cohesion and avoid repetition: She's Mine Ours Theirs etc... Reference chains should be taught e.g. <u>name</u> , <u>noun phrase</u> , <u>pronoun</u> : <u>Martin Smith</u> ... <u>The unlucky teenager</u> ... <u>He</u> ...

Year 3		Year 4	
In addition to KSI outcomes, ensure children can meet the following objectives:		In addition to KSI and Y3 outcomes, ensure children can meet the following objectives:	
Being aware of first, second, third person and developing consistency of use throughout a piece of writing.	Note: Consider the range of sentence/ text types that provide children the opportunities to practise and apply this across the curriculum.	Children should understand the term determiner and vary how they use them. Children should understand that a determiner acts as modifier by providing information about the noun.	There are groups of determiners that specify the noun in the sentences and they come before the noun or adjective (when used). Article: the/a/an Demonstratives: this/these/those Possessive: mine/yours/ours Quantifiers: some, every, all, most, three e.g. an elephant is different to all elephants - the determiner adds shades of meaning.
Introduce inverted commas for direct speech.	" " only.	Introduce inverted commas and other punctuation to indicate direct speech. It must include the rule 'new speaker, new line', the accurate use of a comma and manipulation of speech in different ways.	e.g. the comma before opening speech marks and the punctuation before closing speech marks The lady gasped, "Help! I need help!" "Don't worry madam, an ambulance is on the way." the worried gentleman replied as calmly as he could. N.B. Children will need to understand that the speech needs punctuation AND the end of the sentence needs punctuation.
To recognise ellipsis in reading and begin to experiment with them in their writing where appropriate (definition found in Y6 - we have moved it).	Note: At this stage, children often use an ellipsis to signify a cliff-hanger.	Use of apostrophe to mark possession (singular and plural).	The girl's shoes The girls' shoes

<p style="text-align: center;"><u>Year 3</u></p> <p>In addition to KS1 outcomes, ensure children can meet the following objectives:</p>	<p style="text-align: center;"><u>Year 4</u></p> <p>In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:</p>	
	<p>Correct use of standard English verb forms in order that subjects and verbs agree.</p> <p>This should include <i>past perfect</i>.</p>	<p>was/were is / are is / am had</p>
	<p>Understand superlatives and comparatives.</p>	<p>Strangest/most wonderful stranger/more wonderful</p> <p>Note: Children will have come across the spelling rules for the 'er' and 'est' suffixes in the Year 1 and 2 spelling content.</p>
	<p>To use bullet points as an effective way of listing information (definition from Y6 - we have moved it).</p>	

Year 3

In addition to KS1 outcomes, ensure children can meet the following objectives:

Before moving on to Y4:

Children should demonstrate an ability to use these across a range of writing.

They need to play with subordinating conjunctions and coordinating conjunctions in order to help them understand the effectiveness of linking and moving sentences around. This will support them in making the best choices in their writing.

They should have exposure to a comma being used after fronted adverbials - they could recognise this in GR sessions. They may experiment in their writing.

For children who are still struggling with previous learning, they will need to practise and consolidate this through rigorous and systematic teaching in order to catch up rapidly with their peers.

However, these pupils should access the programmes of study for Y4 so that they are able to develop and use their discussion techniques, vocabulary and understanding of the grammar in other writing and other areas of the curriculum.

Year 4

In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:

Before moving on to Y5:

Children should demonstrate an ability to construct sentences with some conscious decisions to avoid repetition, enhance the writing and meet the needs of the reader.

Writing should be grammatically accurate - children should demarcate a range of sentences with increasing accuracy and be more consistent in their use of standard English e.g. ensuring subject/verb agreement. They might recognise that it is used wrongly for effect in some reading books but they are not expected to be able to do this.

In reading and/or writing, encourage them to discuss levels of possibility with might, should, could...

Have the opportunities to experience more formal language (GR tasks, discussions etc).

For children who are still struggling with previous learning, it is essential that they practise and consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers.

However, as far as possible, these pupils should follow the Upper Key Stage 2 programmes of study in terms of accessing books and other writing so that they hear and learn new vocabulary and grammatical structures and have opportunities to talk about them.

Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Outcome	Teachers notes and examples:	Outcome	Teachers notes and examples:
Introduce semicolon and secure its use for top groups.	First - separate items in a complicated, detailed list e.g. <u>Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.</u>	Use a variety of sentence lengths and types including sentences with more than one subordinate clause. Consciously controlling where and why Experiment with word/phrase/clause order and to meet the needs of the reader.	<u>Refer to previous outcome</u> <u>Note:</u> Children should be choosing, using and applying a range of sentences e.g. one clause, two clauses, subordinate clauses but not at the expense of clarity.
Develop a variety of complex sentences using a wide variety of conjunctions including more explanatory or formal conjunctions: whereas, in addition to, in case, since, unless.		Identify and use passive and active voice confidently to develop formal, impersonal style in a range of writing e.g. descriptive pieces and reports.	Often you recognise the passive form when you see 'by' followed by the subject. Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this). In a passive sentence the object comes first and subject comes second. The verb doesn't move. <u>Passive:</u> This must be done carefully by you. (Sometime the subject is left out of the passive sentence entirely). <u>You must do this carefully.</u> <u>Active:</u> The school arranged a visit. <u>Passive:</u> A visit was arranged by the school.

Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Accurate use of *brackets*, *dashes* and commas for *parenthesis* and commas for fronted adverbials.

Brackets: Inside/Outside sentences
Taught in Y4 for *relative clauses* (embedded clauses using *relative pronouns* such as who, which, that)

Children must *recognise that punctuation* for parenthesis is exchangeable to aid cohesion.

Puppies - *energetic and inquisitive* - are keen explorers at 12 weeks old.

Puppies, *energetic and inquisitive*, are keen explorers at 12 weeks old.

Puppies (*energetic and inquisitive*) are keen explorers at 12 weeks old.

Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Use *subjunctive verb forms* i.e. If I were David Beckham...

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

For the subjunctive, we remove the final s at the end of the verb:

I *request that he write to her* (instead of he writes to her)

In the subjunctive we use the forms *I were* and *they be*:

I *wish I were able to fly* (instead of I was)

She asked that they *be* told immediately (instead of they were told).

The subjunctive isn't used in English very often. Nowadays is usually replaced with *modal verbs* like might, could or should.

Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Recognise and have experience of writing in a passive and active voice to develop formal, impersonal style.

This is particularly useful in report writing or description:

The hotel is surrounded by beautiful ocean water.

Often you recognise the passive form when you see 'by' followed by the subject.

Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this).

In a passive sentence the object comes first and subject comes second. The verb doesn't move.

Passive: This must be done carefully by you.

(Sometime the subject is left out of the passive sentence entirely). You must do this carefully.

Active: The school arranged a visit.

Passive: A visit was arranged by the school.

Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Use semi-colons, colons or dashes to mark boundaries between two main clauses (or sentences)

First - separate items in a complicated, detailed list e.g.

Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.

Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

More effective use of commas to clarify meaning and avoid *ambiguity*.

I like eating my family and my dog.
Eats shoots and leaves

Use of *modal verbs* or adverbs for the degree of possibility or probability.

Can/Could/shall/should/will /would /may/might/must/ought

Reflecting/personal response in GR
Link to Maths/Science hypothesising
N.B. Some modal Verbs are found on the Common Exception Word list at Y2.

Experimenting with the use of simple, compound and complex forms to have an impact on the reader across a piece of writing.

Using different device to build *cohesion* within and across paragraphs.

Reference chains should be taught e.g.
name, noun phrase, pronoun:
Martin Smith...
The unlucky teenager...
He...
Marty...
The curious boy...
They...

Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Use *hyphens* to avoid ambiguity.

Man eating tiger / Man-eating tiger
Children should understand the difference between a hyphen and a dash.

Use ALL punctuation accurately (including *bullet points* and *ellipsis* for effect).

Before moving on to Y6:

Children should demonstrate the ability to manipulate them to meet the needs of the audience and have **conscious control** about which to use.

Children should consciously select and order words/phrases/clauses for **precise effect** and be increasingly accurate with internal demarcation. They should understand the meaning of a word and make **conscious choices** with their vocabulary. Children are increasingly able to establish and control their **viewpoint** and should be provided with opportunities to **make decisions** about how their ideas and content should be structured and presented.

For children who are still struggling with previous learning, it is essential that they practise and consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers.

However, as far as possible, these pupils should follow the Upper Key Stage 2 programmes of study in terms of accessing books and other writing so that they hear and learn new vocabulary and grammatical structures and have opportunities to talk about them.

To challenge:

Children should be able to use/adapt and manipulate their skills across the curriculum with increasing **fluency/mastery**.

These children need to be provided opportunities to make choices about how they **organise** and present their work. They should confidently choose and use a range of devices (organisational, presentational, and cohesive) to meet the needs a **widening audience** and their differing needs (including personal and impersonal writing).

Children are able to **elaborate or nominalise information for interest, emphasis and succinctness**.

They **attempt ambitious sentence structures using a wide range of punctuation to order and prioritise meaning (with occasional error)**.

Their viewpoint conveys and individual voice that is generally sustained throughout a piece e.g. an authoritative expert view, a convincing characterisation, opposing opinions.

By the end of Year 6, pupils reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

They should be able to **reflect their understanding of the audience for and purpose** of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can **consciously control sentence structure** in their writing and understand why sentences are constructed as they are.

