

# Hagley Primary School - English Grammar Progression Grid



Year	NC Objectives		Terminology
Year 1	Sentence	How words can combine to make sentences	letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark
		Joining words and joining clauses using and	
	Text	Sequencing sentences to form short narratives	
	Punctuation	Separation of words with spaces	
		Introduction to capital letters to demarcate sentences	
		Introduction to full stops to demarcate sentences	
		Introduction to question marks to demarcate sentences	
Introduction to exclamation marks to demarcate sentences			
Capital letters for names and for the personal pronoun I			
Year 2	Sentence	Subordination (using when, if, that, because)	noun, noun phrase statement, question, exclamation, command adjective, adverb, verb tense (past, present) apostrophe, comma
		co-ordination (using or, and, but)	
		Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	
		How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
	Text	Correct choice and consistent use of present tense and past tense throughout writing	
		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	
	Punctuation	Use of capital letters to demarcate sentences	
		Use of full stops to demarcate sentences	
		Use of question marks to demarcate sentences	
		Use of exclamation marks to demarcate sentences	
		Commas to separate items in a list	
		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	
Year 3	Sent	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	preposition, conjunction

# Hagley Primary School - English Grammar Progression Grid



Year	NC Objectives		Terminology
		Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	clause, subordinate clause direct speech inverted commas (or 'speech marks')
		Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]	
	Text	Introduction to paragraphs as a way to group related material	
		Headings and sub-headings to aid presentation	
		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play, contrasted with He went out to play]	
	Punctuation	Introduction to inverted commas to punctuate direct speech	
Year 4	Sentence	Noun phrases expanded by the addition of modifying adjectives,	determiner pronoun, possessive pronoun, adverbial
		Nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	
		Fronted adverbials [for example, Later that day, I heard the bad news.]	
	Text	Use of paragraphs to organise ideas around a theme	
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	
Use of commas after fronted adverbials			

# Hagley Primary School - English Grammar Progression Grid



Year	NC Objectives		Terminology
Year r 5	Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	modal verb, relative pronoun relative clause
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
	Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	dash, cohesion, ambiguity
		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	
	Punctuation	Brackets, dashes or commas to indicate parenthesis	
		Use of commas to clarify meaning or avoid ambiguity	
Year r 6	Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	subject, object, active, passive,
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	
	Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
		Use of the colon to introduce a list and use of semi-colons within lists	
Punctuation of bullet points to list information			
How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]			

