

St. Mark's CofE Primary School

Grammar, Punctuation and Organisation Progression Plan



At St. Mark's we believe that grammar should be taught both discretely and in context to ensure children understand when, how and why to use different grammar in their writing. We want children to understand the tools of grammar so that they can carefully design their own sentences and make choices dependent on the purpose of their writing and the impact that they wish to have on their reader. With this goal in mind, grammar teaching and learning takes place in discrete grammar lessons within each unit of work and children then have opportunities to practise and apply the grammar they have learnt throughout their current unit and in subsequent units of work. The 'GRAMMARISTICs', which is part of our Writing Rainbow, is used as a tool for teaching and learning and serves as a prompt to remind them of the different grammatical tools available to them in their writing. Children will have many opportunities to explore grammar in a variety of ways with a focus on practical learning through each English unit.

This learning will be reinforced and applied during sentence stacking lessons, independent writing and across the curriculum. We aim to embed understanding of grammar through precise modelling in our English sequences of work. We also use 'Groovy Grammar' activities (10-minute flashback sessions) to revisit grammar taught in previous units or year groups. Children become confident with the vocabulary used in the teaching of grammar over time.

This plan is cumulative. To be working at a level, children should demonstrate the key features of previous levels in their writing also.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Word	- Spell words by identifying sounds in them and representing the sounds with a letter or letters	-Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -How the prefix unchanges the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	-Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] -Formation of adjectives using suffixes such as -ful, -less, -ness, -ment -Use of the suffixes -er, -est in adjectives and the use of -ly in standard English to turn adjectives into adverbs	-Formation of nouns using a range of prefixes [for example super-, anti-, auto-] -Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] - Word families based on common words , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	-The grammatical difference between plural and possessive -s -Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	-Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - Verb prefixes [for example, dis-, de-, mis-, over- and re-]	-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] -How words are related by meaning as synonyms and antonyms [for example, big, large, little].
2. Sentence	-Write recognisable letters, most of which are correctly formed - Write simple phrases and sentences that can be read by others.	-How words can combine to make sentences -Joining words and joining clauses using <i>and</i>	- Subordination (using when, if, that, because) and - 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	-Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	-Noun phrases expanded by the addition of modifying adjectives, 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.]	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	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)]. -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

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3. Text		-Sequencing sentences to form short narratives	-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]	-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]	-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	-Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] -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]	-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]
4. Punctuation		-Separation of words with spaces -Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences -Capital letters for names and for the personal pronoun I	-Use of capital letters, full stops, question marks and 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]	-Introduction to inverted commas to punctuate direct speech	-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	-Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity	-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]
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5. Terminology for pupils		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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6. Composition:	-Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures	Pupils should write sentences: - by saying out loud what they are going to write about: -composing a sentence orally before writing it - sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discussing what they have written with the teacher or other pupils -reading their writing aloud, clearly enough to be heard by their peers and the teacher	Pupils should develop positive attitudes towards and stamina for writing by: -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes Consider what they are going to write before beginning by: -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: -evaluating their writing with the teacher and other pupils -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation -read aloud what they have written with appropriate intonation to make the meaning clear	Pupils should be taught to plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors -read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		Pupils should plan their writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors -perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	

These expectations are taken from the National Curriculum 2013: [English Programmes of Study: KS1 & KS2](#)