Much Birch Church of England Primary School

Year 1

First focus - On entry to Year 1 children should be expected to:	• read their own writing • form lower and upper case letters correctly • write captions, labels and simple sentences • confidently spell using phase 4 graphemes and phonemes	• use story language in oral re-telling • show some awareness in their writing of full stops and capital letters • use finger spaces

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1. Regularly orally rehearse sentences before writing						
2. Use the names of people, places and things						
3. Demarcate **most** sentences using a full stop						
4. Demarcate **most** sentences using a capital letter						
5. Join words using 'and' (e.g. to list in a sentence)						
6. Use 'and' to join simple sentences (e.g. I went to the park and I played on the slide.)						
7. Begin to use 'because' to join ideas						
8. Identify proper nouns						
9. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'						
10. Write sequences of linked sentences						
11. Generally use the present and past tense accurately						
12. Begin to demarcate sentences using question mark						
13. Begin to use some features of standard English (e.g. sentences make sense, no omissions, correct tense)						
14. Sequence sentences to form short texts (e.g. short stories from retelling, simple non-fiction texts)						
15. Add –er, -est, -ing, -ed where there's no change in the spelling of the root word						
16. Begin to demarcate sentences using exclamation mark						
17. Proof-read and edit their writing **in relation to the Y1 grammar and spelling expectations**						

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Year 2

First focus - On entry to Year 2 children should be expected to:	• spell the Year 1 common exception words • accurately read and write using the Year 1 phonemes • add –er, -est, -ing, -ed where there's no change in the spelling of the root word	• form lower case letters, capital letters and digits 0 – 9 correctly and understand which letters belong to which family • leave spaces between words accurately • proof read and edit their writing using word banks, displays, guided work and response to marking

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1. Orally rehearse sentences before writing						
2. Use full stops and capital letters consistently						
3. Use sentences with different forms: statements, explanations, questions						
4. Use simple *expanded* noun phrases to describe and specify						
5. Use commas to list (e.g. The dragon was big, scary and dangerous.)						
6. Use co-ordination (and/but/or/yet/so) (e.g. It was cold but we still had to go outside.)						
7. Use sentences with different forms: questions Use question marks accurately						
8. Use exclamation marks as an indication to the reader (e.g. The dragon was huge!)						
9. Use a variety of simple pronouns e.g. her, she, the girl, Lucy						
10. Use the progressive form of verbs (e.g. I was running/They are playing)						
11. Use sentences with all different forms: commands						
12. Use sentences with different forms: exclamations (e.g. What an amazing day it was!)						
13. Use subordination (when/if/that/because) to add extra information						
14. Use the present and past tenses correctly and consistently						
15. Use apostrophes for contractions (e.g. don't, can't, won't, didn't)						
16. Use apostrophes for singular possession						
17. Use a variety of simple, compound and complex sentences (using coordinating and subordinating conjunctions)						
18. Maintain stamina in longer pieces of writing (e.g. through a story with a clear beginning, middle and end)						
19. Use some features of standard written English (e.g. persuasive phrases such as would you like to…Have you ever wondered why..? and story language)						

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Year 3

First focus - On entry to Year 3 children should be expected to:	• spell the Year 2 common exception words • spell words containing the year 2 phonemes • add –er, -est, -ed, -ing, -es to words applying the appropriate spelling rules	• demarcate sentences accurately • form letters of the correct size, use horizontal and diagonal joins as appropriate

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contractions and singular possession						
1. Use *a* or *an* correctly						
2. Use noun phrases appropriate in a range of text types to clarify and add detail						
3. Use a range of coordinating connectives accurately and effectively (from Y2)						
4. Use different sentence forms: statements/questions/commands/exclamations (from Y2)						
5. Demarcate direct speech with inverted commas (speech marks)						
6. Use nouns and pronouns to aid cohesion within sentences						
7. Use a range of adverbs, conjunctions and prepositions for **time** e.g. later, next, soon, while, suddenly, now						
8. Use a range of adverbs, conjunctions and prepositions for **place** e.g. down, inside , out, across, through, next to,						
9. Use a range of adverbs, conjunctions and prepositions for **cause** e.g. as, because of, that, because,						
10. Use the present perfect form of verbs						
11. Use a range of coordinating and subordinating connectives accurately e.g. but, so, yet, although, while, as, because to form a variety of compound & complex sentences						
12. Use simple and progressive tenses consistently and accurately (from Y2)						
13. Use the present perfect form of verbs						
14. Use paragraphs to group related ideas						
15. Use nouns and pronouns to aid cohesion within paragraphs						
16. Word families showing how words are related in form and meaning e.g. solve, solution, solver, dissolve						
17. Form nouns using a range of prefixes (link to spelling programme)						
18. Consistently use features of standard English and explore when non-standard English could be used.						

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Year 4

First focus - On entry to Year 4 children should be expected to:	• spell words from the Year 3/4 word list accurately where used • spell words using the Y3/4 prefixes, suffixes and rules • use simple paragraphs	• consistently use a range of coordinating and subordinating conjunctions • use all Year 3 punctuation consistently and accurately • use simple, progressive and perfect forms of verbs and a range of adverbs

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1. Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes						
2. Use possessive pronouns e.g. her, theirs, ours						
3. Use noun phrases expanded using modifying adjectives						
4. Use noun phrases expanded using modifying nouns						
5. Use noun phrases expanded using prepositional phrases						
6. Use a range of coordinating connectives accurately FANBOYS. For, and, nor, but, or, yet, so						
7. Use fronted adverbials for, manner and place (see Y3 sheet for examples)						
8. Use commas after fronted adverbials						
9. Use nouns and pronouns to aid cohesion across paragraphs e.g. the boy…he…the brave lad, Tom…						
10. Use inverted commas **and** other punctuation accurately to indicate direct speech e.g. using supporting commas/./!/? inside the speech						
11. Use a wider range of connectives to extend the range of complex sentences e.g. although, however, whilst, as, even though						
12. Use an appropriate variety of simple, compound and complex sentences						
13. Use paragraphs to organise ideas around a theme across the text						
14. Use past and present tense accurately throughout a piece of writing e.g. consistent verb tense agreement, use of simple, progressive and perfect forms						
15. The grammatical difference between plural and possessive –s. Use apostrophes to indicate plural possession						
16. Control the use of standard and non-standard English						

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Year 5

First focus - On entry to Year 5 children should be expected to:	• spell words from the Year 3/4 word list accurately where used • spell words using the Y3/4 prefixes, suffixes and rules • use fronted adverbials • use a range of expanded noun phrases	• write a variety of simple, compound and complex sentences using a range of conjunctions • use all Year 4 punctuation consistently and accurately (see no.1 below) • organise cohesive paragraphs around a theme

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1. Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists , apostrophes, commas after adverbials, speech marks						
2. Revise use noun phrases expanded using modifying adjectives, nouns **and** prepositional phrases (Y4)						
3. Identify main and subordinate clauses						
4. Write sentences with the subordinate clause at the start and at the end of the sentence						
5. Use commas to separate main and subordinate clauses						
6. Indicate degrees of possibility the through the use of modal verbs e.g. could, would, should, may						
7. Indicate degrees of possibility through the use of adverbs e.g. perhaps, possibly, surely						
8. Use brackets and dashes for parenthesis						
9. Use a range of devices to link paragraphs e.g. fronted adverbials, repetition, tense choice						
10. Use embedded clauses e.g. Tom knew, although it would be dangerous, that he had no choice about embarking on the quest.						
11. Use relative clauses beginning with who, which, where, when, whose and that						
12. Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, adverbs and adverbials, tense choice, pronoun agreement						
13. Use of inverted commas **and** other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on						
14. Use a range of verb forms (simple, progressive, perfect, modal) appropriately						
15. Write with appropriate levels of formality for the audience and purpose						

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Year 6

First focus - On entry to Year 6 children should be expected to:	• spell words from the Year 5/6 word list accurately where used • spell words using the Y5/6 prefixes, suffixes and rules • use relative and embedded clauses • use commas to punctuate clauses	• write with appropriate levels of formality for audience and purpose • use all Year 5 punctuation consistently and accurately (see no.1 below) • maintain cohesion within and between paragraphs • use modal verbs and adverbs for possibility

Grammar Progression Targets for the year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1. Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes, speech marks, commas to mark clauses						
2. Use hyphens to avoid ambiguity						
3. Use dashes for after-thoughts						
4. Use expanded noun phrases across writing to convey complicated information concisely						
5. Use of formal and informal question tags						
6. Write with appropriate levels of formality for the audience and purpose						
7. Use the passive voice to create empathy or suspense						
8. Use the passive voice to create a formal tone						
9. Use relative clauses beginning with who, which, where, when, whose and that (recap from Y5)						
10. Use commas to mark main and subordinate clauses (recap from Y5)						
11. Use a range of simple, compound and complex sentence structures.						
12. Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition, a range of adverbials, ellipsis, referencing						
13. Write with appropriate levels of formality for the audience and purpose						
14. Use semi colons to mark independent (main) clauses						
15. Use colons to mark independent (main) clauses						
16. Use multi-clause sentences						
17. Use the subjunctive form						
18. Use a range of verb forms for effect e.g. His distraught mother, blames herself: 'If only I had asked him more about it; maybe I could have stopped him from using it. I would never have let him go to that awful dump if I'd known this would happen. Now he's been taken from us and we don't know what to do.'						
19. Demonstrate assured and conscious control over formality (greater depth)						