Randwick Church of England Primary School Grammar Progression

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences - **Constructing a simple sentence** ● I combine words to make sentences. ● I can use **capital letters** to begin my sentences. ● I can use **full stops** to end my sentences. ● I use capital letters for names (**proper nouns**). ● I use capital letters for the personal pronoun (I). ● I sequence sentences. **Co-ordination and subordination** ● I join words using the conjunction and.	<u>Punctuation</u> ● I can use **question marks** to end my sentences. ● I can use exclamation marks ● I use **capital letters** to begin my sentences. ● I use **full stops** to end my sentences. ● I use capital letters for names (**proper nouns**).	<u>Prepositions</u> ● I use **prepositions** for **position** to show where an object is, *e.g. on, between, across, through.* ● I use **prepositions** for **time** to show when something happened, *e.g.afterwards, at, during, before*	<u>Cohesion</u> ● I sequence sentences to form stories and recounts. ● I can identify the **past tense** in my writing and the writing of others. ● I can identify the **present tense** in my writing and the writing of others.	<u>Nouns and noun phrases</u> ● I identify **nouns** within sentences. ● I identify **adjectives** within sentences. ● I carefully choose adjectives to describe my nouns. ● I add –s or –es to make my noun **plural**	<u>Verbs</u> ● I identify **verbs** within sentences -including (being/having/doing) ● I add suffixes –ing, -ed, -er to verbs. ● I add the **prefix** un- to change the meaning of **verbs** and adjectives.
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
● I use capital letters for the personal pronoun (I). ● I join clauses using the conjunction *and*. ● I use capital letters for names (proper nouns).	● I use capital letters to begin my sentences. ● I use full stops to end my sentences. ● I use capital letters for names (proper nouns).	● I use prepositions for position to show where an object is. (on, between, across, through) ● I use prepositions for time to show when something happened.	● I can identify the past tense in my writing and the writing of others. ● I can identify the present tense in my writing and the writing of others.	● I identify nouns within sentences. ● I add –s or –es to make my noun plural.	● I identify verbs within sentences – including (being/having/doing)
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
(v) ed next (v) ed.	2A sentences				All the w's

Randwick Church of England Primary School Grammar Progression

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences ● I can use subordinating conjunctions, *e.g. when, if, that, because.* ● I can use coordinating conjunctions to link clauses, *e.g. or, and, but, yet, so.* ● I can write a **statement**. ● I can write an **exclamation**. ● I can write a **question**. ● I can write a **command**.	Nouns and Noun Phrases ● I can write expanded **noun phrases** to add extra description, *e.g.The beautiful, blue butterfly.* ● I can use **apostrophes** to mark singular possession in nouns. ● I use commas to separate adjectives in a nouns phrase, *e.g. It was a tall, elegant, mysterious figure.* ● I can use commas to separate a list of nouns. ● I can use a **pronoun** to avoid repetition, e.g. *The ferocious dragon flew over the castle. She prepared to land.*	Adverbials ● I use *ly* to change adjectives into adverbs, *e.g. careful – carefully.* ● I add extra information about: *when, where or how, e.g. now, soon, away, almost, off, fast* ● I use **similes** to show how something is happening. Different ways to construct sentences ● I can use subordinating conjunctions, *e.g. when, if, that, because.*	Verbs ● I choose the correct tense for my piece of writing. ● I can write in the simple present tense. ● I can write in the simple past tense. ● I can use the progressive form of verbs in the present and past tense, *e.g. She is drumming. He was shouting.* ● I can recognise when verbs are written informally or formally, *e.g. I cannot attend the School Council meeting today. I can't come today.* ● I can use and identify verbs within my sentences – *including (being/having/doing).*	Cohesion ● I use the present tense accurately in my writing. ● I use the past tense accurately in my writing. ● I use a range of pronouns accurately in my writing to avoid repetition, *e.g. he, she, it, they, you.*	Punctuation ● I use **question marks** to end my sentences. ● I use exclamation marks to end **exclamation sentences.** ● I use **exclamation marks** for emphasis. ● I use **commas** and ***and*** to separate items in a list. ● I use **apostrophes** to mark singular possession in nouns. ● I can use an **apostrophe** to show the omission of letters.
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
● I can use coordinating conjunctions to link clauses, e.g. *or, and, but, yet, so.* ● I can write a **question**.	● I use commas to separate a list of nouns. ● I write expanded noun phrases to add extra description. ● I identify adjectives.	● I use ly to change adjectives into adverbs.	● I can use and identify verbs within my sentences -including (being/having/doing).	● I use the present tense accurately in my writing. ● I use the past tense accurately in my writing. ● I use a range of pronouns accurately in my writing to avoid repetition	● I use question marks to end my sentences. ● I use exclamation marks to end exclamation sentences. ● I use exclamation marks for emphasis.
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
● BOYS ● What + ! ● Many questions ● P.C ● Then and now.	● LIST ● 2A	● Simile ● Adverb from adjective ● Double ly ending.	● (V) ED next (V) ED	● (V) ED next (V) ED ● _ing, _ed.	● What + ! ● Many questions ● Sound! Cause.

Randwick Church of England Primary School Grammar Progression

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Different ways to construct sentences</u> • I can use **fronted adverbials**, *e.g. Carefully, the boy tip-toed. Above the clouds, the magical creature flew. A few spins later, he toppled over.* • I can identify **conjunctions** for different purposes. • I can use **conjunctions** to **express time**, *e.g. after, before, when, since, until* • I can use **conjunctions** to **express place**, *e.g. where, wherever* • I can use **conjunctions** to **express cause**, *e.g. because, so that, whether, since.* • I can recognise the **main clause** and <u>subordinate clause</u> within a sentence, *e.g. In the forest, <u>where small children should never venture</u>, a girl with a crimson hood stood still.*	<u>Nouns and noun phrases</u> • I can use a/an correctly depending on the **vowel sound**, *e.g. an hour, an FBI agent, a university, a European country.* • I can use **apostrophes** to mark **singular** and **plural possession**. • I can use **preposition** to add greater detail to my noun phrase, *e.g. the strict maths teacher with curly hair…* • I can use **pronouns** within and across sentences to avoid repetition and make my writing flow. • I carefully choose **nouns for accuracy**, *e.g. pot, tub, box, container, holder.* • I can identify a range of **determiners**, *e.g. <u>Definite article</u>: the <u>Indefinite</u>: a, an <u>Possessives</u>: my, your, our, its, her, his, their, whose.*	<u>Adverbials</u> • I open sentences with a single word (adverb), *e.g. Slowly, he swam to the surface.* • I open sentences with a simile, *e.g. Like a dolphin, he swam to the surface.* • I can open sentences with an adverbial clause, *e.g.* *When he could no longer hold his breath, he swam to the surface.*	<u>Verbs</u> • I use a range of synonyms for common verbs, *e.g. said, went, walked.* • I can open sentences with a verb • I can use **present perfect** form of verbs, *e.g. He has gone out to play. Instead of - He went out to play.* • I use **irregular verbs** in the past tense, *e.g. beat, awoke, bought, hid, drew, fought, did, put, saw.*	<u>Cohesion</u> • I can identify and use **compound** and **complex** structures purposefully, *e.g. to build description -* *In the forest, where small children should never venture, a girl with a crimson hood stood still.* • I can identify and use **simple** structures purposefully, *e.g. to build suspense –* *She was alone. There nobody else around. Or so she thought.* • I can use **paragraphs** to organise around a theme (*TiPToP*). • I can use nouns with similar meanings to vary my writing, *e.g. The monster, beast, creature, figure, destroyer.*	<u>Punctuation</u> • I use **commas** after fronted adverbials. • I can use inverted commas to punctuate **direct speech**. • I can use a comma after the reporting clause, *e.g. <u>The owl whispered</u>, "Hello."* • I use an **apostrophe** to show the **omission** of letters. • I can use **apostrophes** to mark **plural possession**, *e.g. The girls' names were all Latin.*
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
• I can identify conjunctions for different purposes and use some in my writing. • I can use fronted adverbials.	• I use apostrophes to mark singular possession. • I carefully choose nouns for accuracy.	• I open sentences with a single word (adverb), e.g. Slowly, he swam to the surface.	• I use a range of synonyms for common verbs. • I use irregular verbs in the past tense.	• I can use compound sentences.	• I use commas after fronted adverbials. • I can use inverted commas to punctuate direct speech. • I use an apostrophe to show the omission of letters.
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
• P.C • Then and now	• Double ly ending • Position + place, subject + action.	• Simile (like a / as a)	• Verb, person	• Action as if	• 2 pairs.

Year 4

Randwick Church of England Primary School Grammar Progression

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences ● I use **compound** and **complex** structures purposefully, *e.g. to build description.* ● I use **simple structures** purposefully, *e.g. to build suspense.* ● I recognise the **main clause** and **subordinate clause** within a sentence	Nouns and noun phrases ● I use **apostrophes** to mark **singular** and **plural possession**. ● I use **preposition** to add greater detail to my noun phrase, *e.g. the strict maths teacher with curly hair…* ● I use **pronouns** within and across sentences to avoid repetition and make my writing flow. ● I carefully choose nouns for accuracy, *e.g. pot, tub, box, container, holder.* ● I identify and use a range of **determiners** accurately. ● I can use **adverbs** to complement my choice of adjectives, *e.g. The princess was understandably upset.*	Adverbials ● I open sentences with an adverbial clause, *e.g.* *When he could no longer hold his breath, he swam to the surface.*	Verbs ● I open sentences with a verb followed by a comma. ● I use the **present perfect** form of verbs, *e.g.He has gone out to play. Instead of - He went out to play.* ● I can identify and use **modal verbs** in my speech and writing, *e.g. will, would, could, may, shall, should, must and ought.* ● I use the **past perfect** form of verbs, *e.g.She had written a poem. Simple past: She wrote a poem.* ● I use a range of irregular verbs in the past tense, *e.g. sought, strode, set, shed, hurt*	Cohesion ● I use **paragraphs** to organise around a theme (TiPToP). ● I use nouns with similar meanings to vary my writing, *e.g. The monster, beast, creature, figure, destroyer.* ● I use a range of sentence structures for effect, *including: complex; compound and short; simple.*	Punctuation ● I use **inverted commas** to punctuate direct speech. ● I use a **comma** after the reporting clause. ● I use **hyphens** to modify and/or describe nouns, *e.g.shiny-scaled dragon*
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
● I use compound and complex structures purposefully. ● I use simple structures purposefully. ● I recognise the main clause and subordinate clause within a sentence.	● I use apostrophes to mark plural possession. ● I use a/an correctly depending on the vowel sound. ● I use pronouns within and across sentences to avoid repetition and make my writing flow.	● I open sentences with an adverbial clause.	● I use a range of irregular verbs in the past tense. ● I use the present perfect form of verbs. ● I can use the past perfect form of verbs	● I use paragraphs to organise around a theme. ● I use a range of sentence structures for effect.	● I use inverted commas to punctuate direct speech. ● I use a comma after the reporting clause. ● I use commas to separate clauses in a sentence.
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
● Action as if	● Position + place, subject + action.	● As _ ly ● With a (n) action, more action.	● Will not/will		● Italics ' stressed word'. ● First word last

Randwick Church of England Primary School Grammar Progression

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences ● I can use **brackets**, **dashes** or **commas** to indicate **parenthesis**. ● I can use structures suitable for **informal** speech and **formal** speech and writing. ● I can use multi-clause structures, *e.g. pattern of three.*	Nouns and noun phrases ● I can use **relative clauses beginning** with *who, which, where, when, whose, that.* ● I use a wide range of **synonyms** purposefully. ● I can create **noun phrases** using **hyphens**, *e.g. man-eating-shark man eating shark* ● I use a range of **determiners** accurately.	Adverbials ● I use adverbs to indicate degrees of possibility, *e.g. for example, perhaps, surely.* ● I use adverbs/adverbials to help my writing flow within paragraphs, *e.g. then, after that, this, firstly.* ● I use adverbs/adverbials to help my writing flow across paragraphs – *including: time, place and number*	Verbs ● I identify and use **modal verbs** in my speech and writing, *e.g. will, would, could, may, shall, should, must and ought.* ● I change an **active sentence** to a **passive sentence.** ● I can choose to use the passive for effect, *e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).* ● I choose verbs which are suitably **formal** or **informal.** They suit the context of my wiring, *e.g. find out – discover; ask for – request; go in – enter.* ● I can use the **subjunctive form**, *e.g. for speech writing – If I were to become head girl…*	Cohesion ● I use a wide range of strategies to make my writing flow, *e.g. adverbs, conjunctions, adverbials with different levels of formality, e.g.* **formal** *– on the other hand, in contrast, as a consequence.* ● I can use adverbials of time to link ideas across paragraphs, *Including:* **place** *– nearby,* **number** *– secondly, tense* **choices** *– he had seen her before.*	Punctuation ● I can use **dashes**, **brackets** and **commas** to mark **parenthesis**. ● I can use commas to list adverbials and clauses, *e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.* ● I punctuate speech correctly, including the layout of **dialogue.** ● I use **colons** to formally introduce a list, *e.g. Rather than – I like: bananas, apples and pears. I like the following fruits: bananas, apples and pears.* ● I can use semi-colons to divide items in a complex list, particularly if commas have already been used, *e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.*
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
● I carefully from a range of sentence structures, e.g. short-simple sentences to create tension.	● I use a wide range of synonyms purposefully. ● I can use relative clauses beginning with who, which, where, when, whose, that.	● I use adverbs/adverbials to help my writing flow within paragraphs. ● I use adverbs/adverbials to help my writing flow across paragraphs.	● I identify and use modal verbs in my speech and writing. ● I change an active sentence to a passive sentence.	● I use a wide range of strategies to make my writing flow.	● I punctuate speech correctly, including the layout of dialogue. ● I use colons to formally introduce a list.
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
● If, if, if then ● Object/person(a.k.a…) ● Name- adjective pair- ● Subject – 3 examples- are ll.	● Getting worse/getting better.		● Will not/will		● Tell: show 3; examples

Randwick Church of England Primary School Grammar Progression

Year 6					
Autumn 1	*Autumn 2*	*Spring 1*	*Spring 2*	*Summer 1*	*Summer 2*
Different ways to construct sentences ● I can use semi-colons to mark the boundaries between independent clauses, *e.g. It's raining; I'm fed up.* ● I can use colons to mark the boundaries between independent clauses, *e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.* ● I can use dashes to mark the boundaries between independent clauses. ● I use brackets, dashes or commas to indicate parenthesis. ● I use structures suitable for informal speech and formal speech when speaking and writing. ● I use multi-clause structures, *e.g. pattern of three.*	Nouns and noun phrases ● I use relative clauses beginning with *who, which, where, when, whose, that.* ● I use a wide range of synonyms purposefully. ● I create noun phrases using hyphens, *e.g. man-eating-shark man eating shark*	Adverbials ● I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence.* I use formal adverbs to help my writing flow in non-fiction texts, *e.g. especially, significantly, more importantly*	Verbs ● I change an active sentence to a passive sentence. ● I choose to use the passive for effect, *e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).* ● I use the subjunctive form *e.g. for speech writing – If I were to become head girl…*	Cohesion I use adverbials of time to link ideas across paragraphs, *e.g. place – nearby, number – secondly, tense choices – he had seen her before* **Must haves…** I can use adverbials of time to link ideas across paragraphs, *e.g. place – nearby, number – secondly, tense choices – he had seen her before*	Punctuation ● I use dashes, brackets and commas to mark parenthesis. ● I use commas to list adverbials and clauses, *e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.* ● I use semi-colons to divide items in a complex list, particularly if commas have already been used, *e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.* ● I use semi-colons to link two closely related independent clauses. ● I use a colon to separate two independent clauses.
Randwick Requirements	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*	*Randwick Requirements*
● I use brackets, dashes or commas to indicate parenthesis. ● I use structures suitable for informal speech and formal speech when speaking and writing.	● I use relative clauses beginning with who, which, where, when, whose, that. ● I create noun phrases using hyphens.	● I use a wide range of adverbials to link ideas across paragraphs, e.g. on the other hand, in contrast, as a consequence.	● I change an active sentence to a passive sentence. ● I choose to use the passive for effect.	● I can use adverbials of time to link ideas across paragraphs, e.g. place – nearby, number – secondly, tense choices – he had seen her before.	● I use dashes, brackets and commas to mark parenthesis. ● I use commas to list adverbials and clauses. ● I use semi-colons to divide items in a complex list, particularly if commas have already been used.
Alan Peat Sentences	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*	*Alan Peat Sentences*
● If, if, if, then. ● Imagine 3 examples. ● 3_ed (3 related adjectives) ● 3 bad – (dash)question. ● Emotion-consequence. ● Some;others.	● NOUN, which/who /where	● Tell: show 3; examples. ● When;when;when;then	● Most important – in short. ●De:de(Description:det ails). ● Some;others. ● The question is:		