

Bridgelea

Grammar and Punctuation Progression.

Reception

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<ul style="list-style-type: none">• Capital letter• Finger space• Full stop• Letter• Sentence• Word (words)	<ul style="list-style-type: none">• Capital letter• Finger space• Full stop	<ul style="list-style-type: none">• Determiners: the, a, an, my, your, this, that, his, her, their, some, all.• Simple adjectives, e.g. for colour, size.• Simple adverbs, e.g. happily, sadly• Simple prepositions: up, down, in, into, out, to, onto.• Simple similes using 'like', e.g. 'loud like a car horn'.	<ul style="list-style-type: none">• Simple sentences – say it, write it, read it to check it.• Conjunctions: and, but [who, until]• Compound sentences using connectives.• Simple fronted adverbials ('-ly' words).• Repetition for effect, e.g. he ran and ran.	<ul style="list-style-type: none">• Retelling stories orally.• Understanding a simple structure of beginning, middle and end.• Write simple sentences around a theme (fiction and non fiction).

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Year 1

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Reception</p> <ul style="list-style-type: none"> • Adjective • Alliteration • Bullet points • Conjunction • Simile • Singular/Plural • Speech bubble • Verb 	<p>Consolidate Reception</p> <ul style="list-style-type: none"> • Bullet points • Capital letter (including for names and 'I') • Exclamation mark • Full stop • Question mark • Speech bubble 	<p>Consolidate Reception</p> <ul style="list-style-type: none"> • Adjectives, e.g. the old man. • Alliteration, e.g. lovely lady. • Determiners: the, a, an, my, your, this, that, his, her, their, some, all, lots of, more, many, these, those. • Similes using 'as', e.g. 'as fast as a cheetah'. • Regular plural noun suffixes '-s' or '-es', • Suffixes for verbs '-ed', '-er', '-ing', • Prefix 'un-' 	<p>Consolidate Reception</p> <ul style="list-style-type: none"> • How words combine into sentences. • Types of sentences: statement, exclamation, question. • Conjunctions: and, or, but, so, because, so that, then, that, while, where, when. • '-ly' fronted adverbials, e.g. 'Unfortunately...' • Using adjectives in simple sentences, e.g. The old man had huge ears. • Using conjunctions to create compound sentences (using and/or/but/so), e.g. The boy ran but the monster captured him. • Using 'who' to create a complex sentence, e.g. There was an old woman who lived in a shoe. • Using repetition. 	<p>Consolidate Reception</p> <ul style="list-style-type: none"> • Sequencing sentences to create short narratives. • Use of beginning, middle, end for fiction and non-fiction. • Understanding of five part story: opening, build-up, problem, resolution, ending. • Use of bullet points and diagrams for non-fiction.

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Year 2

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Adverb • Apostrophe for omission/contraction • Commas • Conjunction • Exclamation marks • Inverted commas • Noun • Question marks • Sentence types – command, exclamation, question, statement • Suffix • Tense (past, present, future) • Verb and imperative verb 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Apostrophes for omission/contraction • Commas to separate items in a list • Comma after fronted adverbial • Inverted commas for direct speech • Speech bubbles 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Adverbs • Alliteration • Compound nouns, e.g. football • Noun phrases and expanded noun phrases • Prepositions, e.g. behind, above, on, between • Similes using 'like' • Suffixes for adjectives, e.g. -ful, -less, -er, -est • Suffixes for adverbs, e.g. -ly • Suffixes for nouns, e.g. -ness, -er • Verbs – understand that they can have more than one word 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Changes to sentence length for effect • Compound sentences • Complex sentences • Expanded noun phrases to add detail in sentences • Fronted adverbials using -ly • Simple relative clauses e.g. The dog, who was brown, ran down the road. • <u>Sentence types</u>: • Command • Exclamation (beginning with 'how' or 'what' with a verb) • Question • Statement 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Consistent use of present and past tense. • Planning narrative, e.g. five part story, story mountain • Planning non-fiction, e.g. boxing up, skeletons • Use of present progressive and past progressive tense, e.g. she is walking

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Year 3

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Clause • Colon • Consonant/Vowel • Direct speech • Imperative verbs • Prefix • Preposition • Subordinate clauses • Synonyms • Word families 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Commas after fronted adverbials • Colon before a list • Inverted commas for direct speech 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Determiners, especially correct use of 'a' and 'an' • Imperative verbs • Knowledge that every clause has a verb • Making writing specific to add detail • Nouns with prefixes, e.g. auto-, super- • Personal pronouns • Powerful verbs • Standard English verb forms, e.g. we were, I did • Technical language to add detail • Word families, e.g. peace, peaceful 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Adverbial phrases • Develop drop in relative clauses using who/whom/which/whose/that • More complex conjunctions • Using synonyms for said in dialogue • Vary the use of short and long sentences • Verbs to begin sentences, e.g. Blubbing, the young girl curled up in a ball. 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Develop introduction/beginning and conclusion/ending • Headings/subheadings • Paragraphs to group related material • Present perfect form, e.g. He has left school. • Secure use of planning for narrative and a range of non-fiction text types.

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Year 4

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Adverbial phrase • Antonyms • Apostrophe for possession • Determiner • Possessive pronoun • Pronoun 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Apostrophes for singular and plural possession • Commas to mark clauses • Direct speech punctuation, including inverted commas, comma between direct speech and clause, new line new speaker. 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Comparative and superlative adjectives, e.g. big, bigger, biggest • Difference between plural 's' and possessive 's' • Modal verbs, e.g. could, would should • More complex prepositions, e.g. towards, beneath, beyond • Proper nouns refer to a <u>specific</u> person, place or thing • Standard English verb forms, e.g. we were, I did 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Adjectives to begin sentences • Adverbial phrases to begin sentences • Adverbs used with the speaker in dialogue, e.g. "Goodbye," she whispered, quietly. • Developing use of complex sentences • Secure use of simple and compound sentences 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Appropriate use of pronoun/noun, avoiding repetition • Build suspense • Opening using description/action • Paragraphs – clear organisation of material with some cohesion

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Year 5

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Ambiguity • Bracket • Cohesion • Dash • Metaphor • Modal verb • Onomatopoeia • Parenthesis • Personification • Relative clause and relative pronoun • Rhetorical question 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Brackets • Colon • Commas to clarify meaning or avoid ambiguity • Dash • Rhetorical question 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes, e.g. -ate, -ify • Developed use of technical language • Metaphor • Onomatopoeia • Personification • Standard English verb forms and subject-verb agreement • Verb prefixes, e.g. dis-, de-, mis- 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Elaborated adverbial phrases to begin sentences • Indicating degrees of possibility using modal verbs • Manipulating clauses throughout sentences • Prepositional phrases to add detail • Reshaping sentences for meaning/effect • Secure use of simple, compound and complex sentences • Using action within speech, e.g. "Help me!" he screamed, flailing his arms. 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Consistently maintain viewpoint • Independent planning • Opening using dialogue • Varied conjunctions and adverbials to build cohesion within and across paragraphs

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Year 6

Terminology (children need to know and understand these terms)	Punctuation	Word Level	Sentence Level	Text Level
<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Active and passive voice • Bullet points • Contraction • Hyphen • Semi-colon • Subject and object • Subjunctive mood 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Use of colon and semi colons within a complicated list • Use of hyphens to avoid ambiguity • Use of semi-colon (only for GD), colon and dash to divide independent clauses • Punctuation of bullet points 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Build in literary devices to create effects, e.g. metaphors, personification • Contraction – understanding that it means to shorten two words • Differences in vocabulary according to the level of formality, including the subjunctive mood • Relationships between synonyms and antonyms • Standard English tense agreement, subject/verb agreement • Verb forms for effect (especially important for children aiming for greater depth in Writing) 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Active and passive verbs • Differences in sentences according to the level of formality, including the subjunctive mood • Expanded noun phrases to convey information precisely and concisely • Rhetorical questions for persuasion • Secure use of simple, compound and complex sentences for effect 	<p>Consolidate Previous Years' Work</p> <ul style="list-style-type: none"> • Appropriate formal/informal style (with shifts in formality across a piece for children aiming for greater depth in Writing) • Secure development of character and plot • Secure links and cohesion within and between paragraphs • Use of appropriate text layouts • Use of flashbacks/forwards, time slips and cliff hangers • Use of strategies to engage the reader

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