



GOLDENHILL PRIMARY ACADEMY



Long Term Plan Progression in Grammar and Punctuation



We are gentle. We are kind and helpful. We listen. We are honest. We work hard. We look after property.



Progression in grammar and punctuation

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Basics & Sentence Structure	Write own name.	Write first & last name with capital letters where needed.	Use time adverbs and adverbials (e.g. later, first, in winter, at night)	Vary sentence structure by expressing time and cause using:	Vary sentence structure, using different openers(e.g. non-finite subordinate clauses - <i>Stumbling through the trees, Rooted to the spot</i>)	Add phrases to make sentences more precise and detailed(e.g. <i>the extremely poisonous dragon, as quickly as possible, fast-growing fortune</i>)	Use subordinate clauses to write complex sentences.
	Write labels & captions Begin to form simple sentences. Correct letter formation.	How words can combine to make sentences How <i>and</i> can join words and join sentences . Use other conjunctions to join sentences (e.g. so, but)	Use subordination (using <i>when, if, that, or because</i>) and coordination (using <i>and, or, but, so</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Use of past and present tense as appropriate	conjunctions (e.g. <i>so, when, before, after, while, because</i>) adverbs (e.g. <i>then, next, therefore, soon</i>) prepositions (e.g. <i>before, after, during, in, because of</i>) Use adverbials of time, place and manner (e.g. <i>at midnight, over the hill</i>) Consistent use of past and present tense , including irregular forms	Fronted adverbials (e.g. <i>Tears trickling down his face, James closed the heavy door behind him. Later that day, I heard the bad news</i>) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition 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)	Use range of sentences openers consistently, considering their effect. Adapt sentence construction to different text types, purposes & readers. Link clauses in sentences using a range of subordinating and coordinating conjunctions. Relative clauses beginning with <i>who, which, where, whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) Using verb phrases to create subtle differences(e.g. <i>she began to run, he might have been</i>)	Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language. Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>) Expanded noun phrases to convey complicated information concisely (e.g. <i>the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech) <i>If he were to be successful, the matter would be resolved.</i>)

Punctuation	Begin to use full stops and capital letters, showing understanding of the concept of a sentence.	Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name) Introduction of speech marks to punctuate direct speech	Inverted commas to punctuate direct speech	Use commas to mark clauses. Use of speech marks to punctuate direct speech Apostrophes to mark plural possession (e.g. <i>the girl's name, the boys' boots</i>) Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")	Use direct & reported speech. Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use full range of punctuation correctly; matched to genre. Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: It's raining;!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 (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)	
Text Structure		Sequencing sentences to form short narratives	Correct choice and consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Correct use of tense. Change verb to improve interest. Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd, 3rd person. Introduction to paragraphs as a way to group related material	Use adverbs.(Aware that not all adverbs end in ly e.g. <i>fast, often, almost</i>) Use adjectival phrases.(e.g. <i>biting cold wind</i>) Consistently use 1st & 3rd person correctly. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across	Use pronouns to avoid repetition. Use basic Standard English, i.e. agreement between verb & noun; consistency of tense; avoid double negative. Devices to build cohesion within a paragraph (e.g. <i>just as, while, around the corner, use of pronouns</i>) Linking ideas across paragraphs using adverbials of time	Use entirely consistent language associated with 1st, 2nd, 3rd person. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis	

				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)	Sentences to aid cohesion and avoid repetition. Use connecting adverbs to link paragraphs.(e.g. <i>however, on the other hand, as the clock struck midnight, from far in the distance</i>)	(e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) Consistently organise writing into paragraphs.	(omission of word or phrase) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Paragraphs coherently organised. Use paragraphs to signal change in time, scene, action, mood or person.	
Resources		Wordsmith 1	Wordsmith 2 CPF Teacher Guide Pupil Book Introductory Grammar & Punctuation Vocab	Wordsmith 3 CPF Teacher Guide Pupil Book 1 Grammar & Punctuation Vocab	Wordsmith 4 CPF Teacher Guide Pupil Book 2 Grammar & Punctuation Vocab	Wordsmith 5 CPF Teacher Guide Pupil Book 3 Grammar & Punctuation Vocab	Wordsmith 6 CPF Teacher Guide Pupil Book 4 Grammar & Punctuation Vocab	
Terminology	word, sentence, letter, capital letter, full stop	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	verb, tense (past, present), adjective, adverb, noun, noun phrase, suffix, apostrophe, comma, compound statement, question, exclamation, command	word family, conjunction, adverb, preposition, inverted commas (or 'speech marks, consonant, consonant letter, vowel letter vowel, clause, subordinate clause	pronoun, possessive pronoun, adverbial, determiner	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity	active and passive voice, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis	