

Worple Primary School - Progression in Grammar

Word level

Sentence Structure

Alan Peat Sentences

Text Cohesion and Organisation

Level	Grammar and Sentence structure	Punctuation	Terminology for pupils
1c	<ul style="list-style-type: none"> [Use simple words, phrases or captions 	<ul style="list-style-type: none"> [Separation of words with spaces [Recognise full stops [Start a piece of writing with a capital letter 	<ul style="list-style-type: none"> word letter sentence
1b	<ul style="list-style-type: none"> [Knows words combine to make sentences [Use adjectives occasionally (e.g. big cat, red bus, green hair) [Write some grammatically accurate clauses (e.g. <i>he went to the shop, he ran to the park</i>) [2A sentences [Another person is able to read writing with some mediation 	<ul style="list-style-type: none"> [Leaves spaces between words [Sometimes punctuate a sentence with both a full stop and capital letter [Read writing back, with appropriate pauses 	<ul style="list-style-type: none"> Capital letter full stop, punctuation
1a	<ul style="list-style-type: none"> [Some formulaic phrases indicate start/end of text e.g. once upon a time, one day, the end [Beginning to use and to join sentences [BOYS sentences [Some events/ideas in appropriate order e.g. actions listed in time/sequence/items numbered 	<ul style="list-style-type: none"> [Capital letters for names and for the personal pronoun I [Full stops and capital letters are used more frequently [Introduction to the use of question marks and exclamation marks 	<ul style="list-style-type: none"> Singular plural Question mark exclamation mark
2c	<ul style="list-style-type: none"> [Sentences often brief, starting with simple subject/verb (<i>I sat, Dad went</i>) [Use simple conjunctions (e.g. <i>and, but to connect clauses</i>) [Beginning to vary sentence openings e.g. <i>not always starting with name or pronoun</i> [The consistent use of present tense versus past tense throughout texts 	<ul style="list-style-type: none"> [Use a full stop and capital letter to punctuate a passage involving more than one sentence [Begin to use other punctuation e.g. question marks, exclamation marks 	<ul style="list-style-type: none"> Verb Past tense Present tense
2b	<ul style="list-style-type: none"> [Adjectives used to add details and chosen thoughtfully [Sentences with different forms: statement, question, exclamation, command [3ed sentences [Clauses joined by and, but, so, or [Uses when, if, that, or because for subordination [Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) [Ideas in sections grouped by content, some linking by simple pronouns 	<ul style="list-style-type: none"> [Uses commas to separate items in a list [Sentence structure mostly grammatically correct. 	<ul style="list-style-type: none"> Adjective Noun comma statement question exclamation command
2a	<ul style="list-style-type: none"> [Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, the man in the moon</i>) [Adverbs tell the reader when, where and how things happen [Use appropriate connectives to structure ideas logically, including for time (then, after, first) 	<ul style="list-style-type: none"> [Apostrophes to mark contracted forms in spelling [Sentence demarcation with capital letters and full stops usually accurate [Some accurate use of question marks and 	<ul style="list-style-type: none"> Adverb Apostrophe Connective

	Short sentences	exclamation marks, and commas in lists	
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3c	<ul style="list-style-type: none"> Use simple noun phrases e.g. <i>a lot of money; my younger sister; the best team in the world</i> Expressing time and cause <ul style="list-style-type: none"> - using conjunctions (e.g. <i>when, before, after, while, because</i>), - adverbs (e.g. <i>then, next, soon, so</i>) - prepositions (e.g. <i>before, after, during, in, because of</i>) Begin to use ways other than the subject to start sentences e.g. <i>Today, I ate a cake</i> Ad same Ad sentences Use pronouns to avoid repetition e.g. <i>it, he, they, she</i>. Usually have correct subject and verb agreement (<i>was/were</i>) Consistency with the use of the first and third person Use paragraphs to group related material 	<ul style="list-style-type: none"> Beginning to use speech marks to punctuate direct speech Accurately use commas in lists 	<ul style="list-style-type: none"> word family conjunction adverb preposition direct speech inverted commas (or 'speech marks') clause paragraphs
3b	<ul style="list-style-type: none"> Some attempt to elaborate on basic information or events e.g. <i>nouns expanded by simple adjectives (e.g. she looked at me <u>strangely</u>)</i> Use expanded noun phrases to add interest and detail Use a variety of sentence openings to avoid repetition (e.g. <i>then, next</i>). Use a variety of conjunctions to clarify relationship between ideas (e.g. <i>but, so, when, because, while</i>) Use fronted adverbials If, if, if, then sentences Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>) Tense choice generally appropriate to task including some use of modals (<i>can, will</i>) Within paragraphs /sections, some links between sentences e.g. use of pronouns or adverbials 	<ul style="list-style-type: none"> Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) Full stops, capital letters, exclamation marks and question marks mostly accurate Commas used in lists Use of speech marks to punctuate direct speech Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Beginning to use commas other than in lists 	<ul style="list-style-type: none"> pronoun possessive pronoun adverbial phrase noun phrase Perfect form of verb
3a	<ul style="list-style-type: none"> Use adverbial phrases to give clarity to the account Use connectives effectively to guide events (<i>time and causal</i>) Use simple and compound sentences with a wider range of conjunctions e.g. <i>either, both, until, although</i> Use some complex sentences e.g. <i>After running for the bus, I collapsed on the seat</i> Noun (which, where, who) sentences 3 bad - (Dash) sentences Devices to build cohesion within a paragraph 	<ul style="list-style-type: none"> Use and experiment with a range of punctuation, although not always accurately e.g. <i>brackets, semi-colon, colon and dash</i> 	<ul style="list-style-type: none"> adverbial phrase dash subordinate clause bracket cohesion

	(e.g. <i>then, after that, this, firstly</i>) Paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i>		
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4c	<ul style="list-style-type: none"> [Some variety in subordinating connectives: <i>because, if, which (because the rain can damage their skin...which was strange...if she could...)</i> [Continue to experiment with complex sentences to clarify relationships in time and place [Use some variety in length, subject or structure of sentences [De:De sentences [Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility (<i>might, could, should</i>) [Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) 	<ul style="list-style-type: none"> [Use the apostrophe for omission accurately [<i>Sometimes</i> use commas to separate phrases or clauses, although not always accurately. [Use speech punctuation (inverted commas) correctly with a new line for each speaker 	<p>Determiner</p> <p>subordinate clause complex sentence adverbial relative clause relative pronoun, ambiguity</p> <p>tense choice</p>
4b	<ul style="list-style-type: none"> [Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) [Some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> [Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination [Experiment with the position of subordinate clauses to create effect [Irony sentences [Use a wider range of sentence connectives to develop meaning e.g. <i>if, when, rather than, although, however</i> 	<ul style="list-style-type: none"> [Brackets, dashes or commas to indicate parenthesis (a word or phrase added as an explanation or afterthought) [Use of commas to clarify meaning or avoid ambiguity 	<p>modal verb subordinate clause elaborated parenthesis adverbial expanded noun phrases</p>
4a	<ul style="list-style-type: none"> [Simple shades of meaning may be used to intensify or emphasise (<i>very large, quite slowly</i>) [Use stylistic devices, e.g. <i>simile, metaphor, onomatopoeia, alliteration, personification</i> [Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) [Write with a variety of simple, compound and complex sentences to create effects [Write with clarity and an impersonal style 	<ul style="list-style-type: none"> [Use apostrophe for both omission and singular possession [Use commas to separate phrases or clauses <i>accurately</i> [Experiment with a wider range of punctuation, e.g. <i>brackets, dashes, colon, semi-colon</i> [Use speech marks (inverted commas) with confidence in sentences (e.g. for reported speech and internal character dialogue) 	<p>simile metaphor onomatopoeia alliteration personification</p> <p>active and passive voice colon semi-colon bullet points</p>

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Level	Grammar and Sentence structure	Punctuation	Terminology for pupils
5c	<ul style="list-style-type: none"> [Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) [Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis (e.g. <i>through the use of active/passive voice</i>) [Use grammatically complex sentences (i.e. <i>is able to position and punctuate subordinate clauses</i>) [Use a more formal tone with confidence when appropriate [Different sentence types, e.g. questions, direct / reported speech, commands (<i>Turn upside down</i>) used appropriately [A range of verb forms develops meaning and maintains appropriate tense choice (<i>it will probably leave of its own accord...we could catch a later train, but will we arrive on time?</i>) [Show some contrast between colloquial or standard English [Link 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>) 	<ul style="list-style-type: none"> [Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma [Punctuation of bullet points to list information 	<ul style="list-style-type: none"> subject and object complex sentence noun phrase formal tone adverbial semi-colon colon dash verb forms colloquial and standard English cohesion
5b	<ul style="list-style-type: none"> [Additional words and phrases contribute to shades of meaning, e.g. adverbs (<i>extremely</i>) [Ensure writing uses an appropriate range of figurative language to enhance the narrative [Variety in sentence length, structure and subject to help expand ideas, convey key issues/facts or provide emphasis, detail and description [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> [Use of the subjunctive in some very formal writing and speech (e.g. <i>If she were the President, things would be much better</i>) [Emphasis may be created through word order, accurate adaptation of verb phrases, and use of passive (<i>the centre has been visited often</i>) 	<ul style="list-style-type: none"> [How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>) [Range of punctuation used, almost always correctly, e.g. brackets, dashes, colons [Correctly demarcate sentences with intra-sentence punctuation e.g. dashes, parenthesis (brackets) [Use a range of punctuation appropriately to add humour or enhance description 	<ul style="list-style-type: none"> figurative language subjunctive intra-sentence punctuation hyphen
5a	<ul style="list-style-type: none"> [Some features of sentence structure used to build up detail or convey shades of meaning e.g. <i>variation in word order, expansions in verb phrases</i> [A range of subordinate connectives (<i>whilst, until, despite</i>) with possible use of several subordinate clauses to aid economy of expression (<i>Because of their courageous efforts, all of the passengers were saved,</i> 	<ul style="list-style-type: none"> [Use a wide range of well controlled punctuation for effect, meaning and pace [Use commas within sentences to avoid ambiguity in relating elements and clauses [Show evidence of 	<ul style="list-style-type: none"> Subordinate clauses economy of expression

	<i>which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed')</i>	effective use of colons or dashes to structure longer sentences	
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Level 1	Grammar and sentence Structure	Punctuation	Terminology for pupils
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word level Level 6</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Structure</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text Cohesion and Organisation</p>	<p>Additional words and phrases are used for precision and impact (exceptional result, insignificant amount)</p> <p>Ideas are developed through controlled use of elaboration and imaginative detail. Vocabulary is varied and often ambitious</p> <p>A range of sentence features are used to give clarity or emphasis of meaning (fronted adverbials: As a consequence of...Glancing backwards...Some weeks later... / complex noun phrases: The mysterious young girl in the portrait... / prepositional phrases: From behind the bike shed...In the event of...)</p> <p>Controlled use of a variety of simple and more complex sentences contribute to clarity of purpose and overall effect on the reader</p> <p>Subordinate connectives may be manipulated for emphasis</p> <p>A range of cohesive devices contribute to the effect of the text on the reader and the placing of emphasis for impact (e.g. precise adverbials as sentence starters, a range of appropriate connectives, subject specific vocabulary, select use of pronoun referencing, complex noun phrases, prepositional phrases)</p> <p>Varying levels of formality are adopted according to purpose and audience (appropriate use of controlled informality, shifts between formal narrative and informal dialogue)</p> <p>Viewpoint is convincing and generally sustained throughout a piece (e.g. authoritative expert view, opposing opinions)</p> <p>A range of stylistic features contribute to the effect of the text (e.g. rhetorical questions, repetition, figurative language).</p> <p>Verb forms are mostly controlled and are consistently adapted to the form of writing (It would be helpful if you could let me know, as this will enable me to take further action)</p>	<p>Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures</p>	<p>figurative language</p> <p>Subordinate connectives precision and impact</p> <p>elaboration cohesive devices formality viewpoint</p>