Fulbourn Primary School Grammar Progression Map

(Application within the teaching sequence for writing) (examples)

Year	Sentence Identify during reading at in Imitation; practise at sentence- level in context at Innovation; apply at Invention	Text Identify during reading at in Imitation: practise at sentence-level in context at Innovation; apply within extended writing Invention	Punctuation Identify during reading at in Imitation; practise at sentence level in context at Innovation; apply at Invention	Terminology Annotate texts at Imitation; add to Working Wall with examples in context, play games designed to teach the terminology	Word - Teach in phonics/spelling Little Wandle / Spelling Shed covers everything apart from:
1	Say a sentence out loud before writing it down. Use an **adjective** to describe a **noun**. Use 'and' to join **words.** I want pizza and chips. Use 'and' to join **two simple sentences** as a conjunction. I went to the park and I bought an ice-cream.	Sequencing **sentences** to form short narratives Re-read work to check it makes sense.	Use finger spaces between words. Use capital letters, full stops accurately. Capital letters for names, places and days of the week and for the personal **pronoun I**	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, adjective, noun	Learn to spell the **days of the week**
2	Use **co-ordinating conjunctions** (*or, and, but*) Use **subordinating conjunctions** (*when, if, that, because*) Use expanded **noun phrases** to describe (e.g. *the blue butterfly, plain flour, the man in the moon*) Use **statements**, questions, exclamations and **commands**.	Use the **present tense** and **past tense** accurately. Re-read work to check it makes sense.	Use capital letters, full stops, question marks and exclamation marks accurately. Use **commas** to separate items in a list Use an **apostrophe** to show contraction. Use the **possessive apostrophe** to show possession (singular ONLY).	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma, conjunction	
3/4	Express time, place and cause using **conjunctions** (e.g. *when, before, after, while, so,*	Use the **present perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play*	Punctuate direct speech correctly (e.g. *The conductor shouted, "Sit down!"*)	adverb, preposition conjunction word family, prefix clause, subordinate clause	Use the first two or three letters of a word to check its spelling in a dictionary.

because), **adverbs** (e.g. *then, next, soon, therefore)*, or **prepositions** (e.g. *before, beyond, after, during, in, because of)* Use 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 **fronted adverbials** (e.g. <u>*Later that day*</u>, *I heard the bad news.)*	contrasted with *He went out to play)* Use paragraphs to organise ideas around a theme. Re-read and edit their work and suggest improvements.	Use an **apostrophe** to mark singular and **plural** possession (e.g. *the girl's name, the girls' names)* Use commas after **fronted adverbials**	direct speech consonant, vowel, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial	

| 5/6 | Use devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*)

Link ideas across paragraphs to build **cohesion** using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)

Link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast,* or *as a consequence*), and **ellipsis**

Read their own and others' work to assess effectiveness, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | Use brackets, dashes or commas to indicate parenthesis.

Use commas to clarify meaning or avoid ambiguity.

Use hyphens to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark,* or *recover* versus *re-cover*)

Use the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*)

Use of the **colon** to introduce a list.

To punctuate **bullet points** consistently (commas, semi-colons, none). | modal verb, relative pronoun
relative clause
parenthesis, bracket, dash cohesion, ambiguity
subject, object
active, passive
synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points | Use the first three or four letters of a word to check the spelling and/or meaning of words in a dictionary.

Use a thesaurus. |
|---|---|---|---|---|

Symbols used for LOs or success criteria – all from Widget:
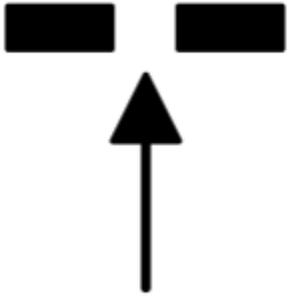
Finger space	
Spelling	
Handwriting	
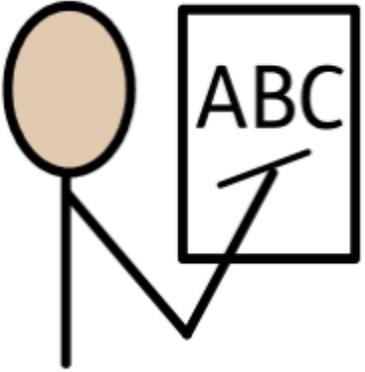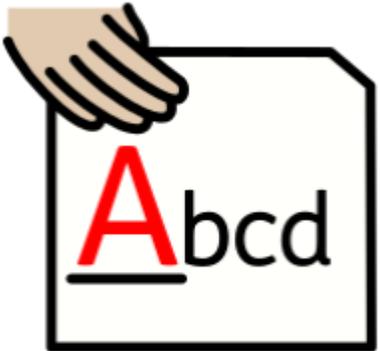
Capital letter	
Full stop	
Punctuation	

| Paragraph | |