Bath & Wells Multi Academy Trust

Grammar Progression for Writing

A guidance document to support teachers in the teaching of grammar within the English curriculum from Year 1 to Year 6

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Multi Academy Trust
'That they may have life, life in all its fullness' John 10:10

Jointly written by Claire Ridsdale and teachers from Bath & Wells MAT schools

Foreword

Developing a clear progression for the teaching of grammar is not only crucial in supporting children's skills, but also a key Ofsted focus. Inspectors must consider 'how leaders have ensured that the subject curriculum contains content that has been identified as most useful and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.' (Ofsted Handbook).

An extensive body of research indicates that to be effective, grammar should be taught in the context of children's writing, not as a body of separate knowledge, taught through stand-alone lessons for its own sake. An effective pedagogy for writing includes explicit teaching about how language works and how language choices construct meaning in different contexts. Grammar teaching should draw attention to these linguistic choices and possibilities. (D Myhill) We want children to understand how grammar can be used to improve and shape their writing. To achieve this, grammar should be interwoven as part of the teaching sequence, enabling children to analyse how authors have used language within the texts being studied so that they are able to 'read as a writer and write as a reader'.

This progression, jointly written by Claire Ridsdale and English leads from BWMAT schools, has been developed to ensure that teachers across the trust have a consistent understanding of each year group's grammar curriculum expectations. It is intended that teachers in Year 1 to Year 6 use this progression to support planning, ensuring that teaching focuses on the skills for each year group as specified.

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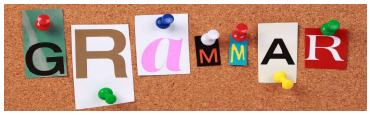

The document outlines the skills for each year group; however, teachers will need to carefully consider how to introduce this learning across the year. Some elements will need to be broken down into smaller component steps, for example, the teaching of noun phrases in Year 2 may start by establishing what a noun is (dragon); then move on to a basic noun phrase (the dragon), followed by a simply extended noun phrase (the scary dragon) before progressing to noun phrases with more detail such as the use of two adjectives joined by and, building on learning from Year 1 (the huge and scary dragon) and, once commas for lists have been introduced, two adjectives joined by commas (the huge, scary dragon).

Teachers will also need to consider planning to revisit and embed learning from prior year groups, especially where this is not yet secure. It is expected that most children will be working within the expectations for their year group. Where this is not the case, this document can be used to support adapted teaching through tracking backwards. It is also important that teachers think carefully about what to introduce and when. Within each year group, it makes sense to secure some skills before others, for example, it is helpful to embed the use of fronted adverbials in Year 4 before introducing subordination. It is also worth noting that managing cognitive load plays a key part in effective teaching. It is often better to focus on one or two skills and embed these, rather than adopting a more scattergun approach and trying to cover too much at once.

It is essential that children have opportunities to apply their developing skills in a variety of contexts, both within English and across the curriculum. As they progress, children should be able to use a wider range of grammatical features with greater control and effect. This document includes specific support for pupils working at greater depth, who will be able to apply their skills more broadly.

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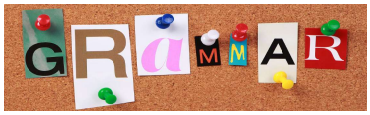

The progression within this document is based on the English National Curriculum and predominately in line with the expectations laid out within it. A few minor adaptations have been made taking into consideration the needs of learners across the trust. Where this is the case, skills have been placed in a different year group to help support a more appropriate progression. (Any changes are marked by an *)

Within some year groups, it has been decided to include certain elements to expose children to certain aspects. For example, in Year 1 the terms vowel, consonant, noun, verb, adjective, proper noun, subject and object are introduced. It is not intended that children secure understanding of these terms until the end of Year 2, but it is hoped that by introducing them, children will start to develop the vocabulary needed to talk about their writing. It is important to remember that this is a planning document: where aspects have been included for exposure, they should not form part of assessment. Assessment should be based on the BWMAT Teacher Assessment Criteria.

This document does not dictate how lessons should be taught, just the skills that need to be taught in each year group. Schools may use different programmes and approaches or strategies, such as Talk for Writing or Alan Peat sentences as tools to support learning but they should adhere to the progression within this document.

Being able to make conscious decisions about how to use grammar effectively supports children to become writers. Ensuring these skills are taught in a logical progression and embedded year on year will enable our children to leave primary school equipped to embrace the next stage of their learning, helping them to become successful in later life.

In all BWMAT schools, the writing curriculum starts on children's entry to school in the EYFS. The progression of knowledge and skills for all Nursery and Reception children is detailed in the BWMAT Birth to Five Progression Framework.

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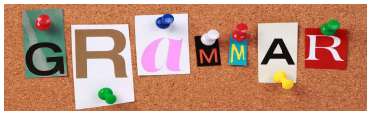


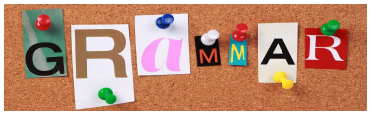
Word Classes and Phrases

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Verbs, adjectives, noun phrases and prepositions	• Teachers use adjectives to describe nouns **orally** and in **modelled** writing • Introduce the terms: ***vowel, consonant, noun, verb, adjective, proper noun, subject, object***	• Secure understanding of the terms: noun, proper noun, verb and adjective, vowel, consonant, subject, object • Introduce the term **noun phrase** e.g. ***a dragon, its breath, some wings*** • Expand before the noun using adjectives e.g. - ***a huge dragon*** *(one adjective)* - ***a huge and scary dragon*** *(two adjectives with 'and')* - ***a huge, scary dragon*** *(two adjectives with a comma)*	• Expand before the noun using adjectives and **adverbs** e.g. ***a really scary dragon; very fiery breath*** • Refine adjective choices in noun phrases to support meaning and avoid repetition e.g. change ***a huge, massive, gigantic scary dragon*** *to* ***a huge, scary dragon.*** • Introduce single word prepositions ***e.g. under, by, on, with, inside***	• Expand after the noun using prepositional phrases. NB: Show pupils how to say what it is, followed directly by where it is, without using a verb e.g. ***a really scary dragon in the heart of the cave; a huge creature with fiery breath***	• Use a variety of the different noun phrase structures taught so far to add detail and description • Introduce modal verbs e.g. ***can, will, should, could, may, won't*** • Introduce two-word prepositions e.g. ***thanks to, because of, due to***	• Use concise noun phrases to qualify and support precision e.g. *There are* ***numerous types of Chinese dragons,*** *although* ***horned dragons*** *are the mightiest*
Adverbs & adverbial phrases	• Teachers model the use of adverbs **orally** e.g. *He was a* ***very*** *hungry dragon* • Introduce the term *adverb*	• Secure understanding of the term *adverb* • Use adverbs to express manner e.g. ***quietly, quickly, sadly, bravely, terrifyingly***	• Use adverbs to express time e.g. ***later, soon, next, after*** and place e.g. ***beyond, under, beside, above***	• Use fronted adverbials for time e.g. ***before long;*** manner e.g. ***without hesitating*** and place e.g. ***on the horizon*** • Introduce adverbs for frequency e.g. ***always, often, never*** and quantity e.g. ***most, some, hardly, all***	• Use adverbs for possibility e.g. ***certainly, possibly, surely, definitely, undoubtedly***	• Use conjunctive adverbs e.g. ***however, therefore, nevertheless, meanwhile*** (see appendices for the difference between conjunctive adverbs and subordinate conjunctions)
Greater Depth	• Use adjectives to describe nouns	• Use a range of noun phrase structures effectively • Make decisions about when to use a noun phrase and when to use an alternative	• Decide when a proper noun may be more effective e.g. ***a bright, colourful, beautiful bird*** or ***a peacock.***	• Use a **range** of noun phrases effectively, including those expanded after the noun	• Expand after the noun using relative clauses e.g. ***the dragon that breathed fire… the brave hero who went in search of the dragon's nest…***	• Expand after the noun using infinitives e.g. The dragon wanted ***some humans to eat*** and non-finite verbs e.g. ***the dragon soaring majestically*** • Use nominalisation to create formality e.g. ***The destruction*** *of the village has had a huge impact*

Punctuation

Note: It is vital that previously taught punctuation is secured and consistently applied in children's writing. This may involve re-visiting prior learning to consolidate and making sure expectations and non-negotiables are embedded throughout the year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	• Use full stops and capital letters to demarcate sentences • Use capital letters for proper nouns • Introduce question and exclamation marks	• Accurate sentence demarcation, including question and exclamation marks • Use commas for lists • Use apostrophes for contractions • Introduce the use of apostrophes for singular possession	• Embed commas for lists, including to separate adjectives in noun phrases where needed • Use apostrophes for singular possession and contractions • Use speech marks (inverted commas) to mark direct speech	• Use apostrophes for plural possession • Correct use of speech punctuation • Use commas after fronted adverbials • Introduce commas to mark subordinate clauses	• Embed commas to mark subordinate clauses • Use commas to mark non-defining relative clauses e.g. *The dragon**, who towered above them,** had wings as wide as the castle itself* • Use commas, brackets and dashes to mark parenthesis e.g. *The dragon, **huge and terrifying,** circled above their heads*	• Secure the use of commas to mark clauses • Use hyphens where needed e.g. ***fire-breathing dragon*** • Introduce colons and semi-colons for lists e.g. ***The dragon ate everything in its path: trees and bushes; the castle wall and even a whole herd of sheep***
Greater Depth	• Use sentence demarcation consistently, including question and exclamation marks	• Use all taught punctuation accurately and consistently				• Use colons and semi colons effectively to mark the boundary between main clauses e.g. ***The terrifying dragon let out its final roar; she fell to the ground.*** • Use punctuation precisely to enhance meaning and avoid ambiguity



Clauses and sentences

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main clauses and sentence types	• Write grammatically accurate, simple sentences • Understand that a sentence is one whole idea and that it must include a **thing** (subject) and what it is **doing** (verb) e.g. ***The dragon roared. The egg hatched at last.***	• Understand that a sentence contains a subject and a verb to express one idea • Use and understand ***subject/verb*** and ***subject/ verb/object*** structure e.g. ***The dragon breathed out fire. The flames burnt the castle walls.*** • Identify and use orders, statements, questions and exclamations	• Extend simple sentences with noun and prepositional phrases to add detail e.g. ***The magnificent creature flew across the sky.*** • Maintain grammatical accuracy when writing longer simple sentences	• Refine the use of simple sentences according to audience and purpose e.g. ***short sentences to create tension or show surprise*** • Use the term ***main clause*** when referring to simple sentences		
Conjunctions	• Understand that ***and*** is used to joins words or sentences • Join two or more words using ***and*** e.g. ***a dragon with mean and red eyes. It ate trees and sheep and delicious cakes!*** • Join two simple sentences using ***and*** e.g. ***The dragon flew down and the people ran away*** • Teachers model the use of ***because*** orally	**Use previously taught conjunctions and** • Use conjunctions for addition ***e.g. and, also*** • Use conjunctions for cause *e.g.* ***because, so*** • Use conjunctions for time e.g. ***when, before, after, until*** • Use conjunctions for contrast e.g. ***but*** • Use conjunctions for condition: e.g. ***if*** • Use conjunctions for alternatives ***e.g. or***	**Secure previously taught conjunctions and** • Use conjunctions for time e.g. ***while, since, as*** • Use conjunctions for cause *e.g.* ***as, since***	**Secure previously taught conjunctions and** • Know that co-ordinating conjunctions *(but, or, so, and)* join two main clauses • Introduce and understand the term ***subordinate clause*** and ***subordinate conjunction*** • Start to write sentences with the subordinate clause before and after the main clause e.g. ***Although the dragon looked scary, it was very friendly. The dragon was very friendly, although it looked scary.***	**Secure previous learning and** • Introduce the co-ordinating conjunctions ***yet, for*** and ***nor*** • Understand how to embed the subordinate clause within the main clause e.g. ***The dragon, although it looked scary, was very friendly.*** • Extend the range of subordinating conjunctions e.g. ***unless, whereas, even if, although, despite, even though***	**Secure previous learning and** • Use a range of conjunctions effectively across their writing • Extend the range of conjunctions used e.g. ***in order that, provided that, supposing*** <u>in relation to the text types and writing tasks being taught</u>
Relative clauses and parentheses					• Use non-defining relative clauses to add information or detail e.g. *The baby dragon,* ***which had been left behind by the horde****, felt rather scared.* • Use parenthesis to add detail or provide explanation	• Use relative clauses effectively across their writing • Control and refine the use of parenthesis within sentences
Greater Depth					• Develop variety in clause structure, moving the position of the subordinate clause	• Control the use of multi-clause sentences • Use defining relative clauses to qualify e.g. ***The knight that killed the dragon*** *was given a hero's welcome. (Defines which knight is being referred to)*

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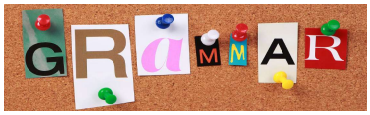

Cohesion

Note: Cohesion is not only achieved through the use of grammatical features. Children may use a range of cohesive devices but still lack cohesion overall if they are not able to maintain purpose, audience and form; use accurate subject-verb agreement; use person with consistency and use standard English where required. In addition, writing loses cohesion if words are missed out, if they are in the wrong order or if vocabulary choices are not appropriate (even if it is clear what the child meant to write).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tense and verb forms	• Use the simple form of the present, past and future tense orally • Use the past and present tense in writing ***mostly*** accurately	• Accurate and consistent use of the simple present and past tense • Use common irregular past tense verbs correctly e.g. ***go/went, has/had, am/was, are/were, say/said, know/knew, do/did, come/came, get/got, give/gave, find/found***	• Use the past progressive *e.g. The dragon* ***was flying*** and the present progressive ***e.g.*** *The dragon* ***is flying*** to show actions in progress	• Introduce non-finite verbs (verbs without a tense) *e.g.* ***flying high, breathing fire, running away*** • Control the use of tense where changes are needed *e.g.* ***past tense in narrative to present tense for speech***	• Introduce the use of the present perfect ***e.g.*** *The dragon* ***has eaten*** • Introduce the use of the past perfect ***e.g.*** *The dragon* ***had eaten*** • Control the use of tense, including where different verb forms are used	• Use the passive to create empathy e.g. ***The whole village was burnt to the ground;*** to create suspense e.g. ***the egg was taken*** and to create a formal tone e.g. ***The creature was last seen***
Pronouns	• Use personal pronouns e.g. ***I, he, she, they, we you, me*** mostly accurately	• Use personal pronouns e.g. *I, he, she, they, we you, me* ***us, them, it*** consistently across pieces of writing.	• Use nouns and pronouns to aid cohesion ***within sentences***, including when using speech	• Use possessive pronouns e.g. ***mine, ours, yours his, hers, theirs*** • Use nouns and pronouns to aid cohesion ***across the text***	• Use relative pronouns e.g. ***who, whom, which, whose, that, which*** • Use a range of nouns and pronouns effectively to avoid repetition or ambiguity and aid cohesion	• Use reflexive pronouns e.g. ***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*** • Use of a range of nouns and pronouns effectively to avoid repetition and ambiguity and to aid cohesion across the text
Paragraphing	• Write sequences of linked sentences to form short texts	• Sequence sentences to form a variety of short fiction and non-fiction texts	• Use paragraphs to group ideas e.g. ***change of setting or character, new topic in non-fiction*** • Leave a line to show each new paragraph	• Organise content into **relevant** paragraphs across the text to show a change of focus, time, place or speaker	• Use a range of devices to link paragraphs **across** the text and **within** paragraphs e.g. ***adverbs, adverbial phrases; pronoun chains, conjunctions***	• Use a range of cohesive devices within and between paragraphs e.g. ***wider range of connectives, referencing, repetition for effect, ellipsis,***
Greater Depth			• Demonstrating greater depth in cohesion will often be shown through the provision of appropriate writing opportunities. For example, a newspaper report often requires children to use progressive, perfect and passive verb forms; to control the use of past, present and future tense and ensure that paragraphing is used effectively.			• Introduce the subjunctive form e.g. ***If I were you; were that to be the case***

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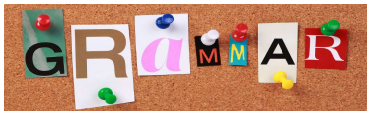
Editing and revising

Editing: checking and correcting errors with spelling, punctuation and cohesion

Revising: improving the style and content of the writing in relation to the purpose and audience

Note: the examples below are just examples of some of the things children may need to edit and revise – they are not an exhaustive list. In all year groups, children should be editing and revising in line with their year group expectations. Many children may also need to edit previously taught features (such as sentence demarcation) but this should not be the sole focus.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Editing	• Edit their witing in line with Y1 expectations, e.g. correcting - common exception words - phonetic attempts at spellings - sentence demarcation - errors with past and present tense	• Edit their witing in line with Y2 expectations, e.g. correcting - spellings (using their knowledge of CEWs, suffixes and spelling rules) - sentence demarcation - errors with tense - subject-verb agreement	• Edit their witing in line with Y3 expectations, e.g. correcting - spelling errors - errors with commas, apostrophes and speech marks - errors with tense and verb forms	• Edit their witing in line with Y4 expectations, e.g. correcting - spelling errors - errors with demarcation of fronted adverbials, speech punctuation, apostrophes - errors in marking subordinate clauses - errors with tense and verb forms	• Edit their witing in line with Y5 expectations, e.g. correcting - spelling errors - errors with demarcation of clauses - errors with parenthesis - errors with tense and verb forms	• Edit their witing in line with Y6 expectations, e.g. correcting - spelling errors - errors with demarcation of clauses and higher order punctuation - errors with tense and verb forms
Revising	• Make improvements to their writing linked to the audience and purpose and Y1 expectations, e.g. - deciding to join two sentences using ***and*** - adding adjectives to add interest	• Make improvements to their writing linked to the audience and purpose and Y2 expectations, e.g. - refining the use of conjunctions - improving noun phrases - improving language choices - avoiding unnecessary repetition	• Make improvements to their writing linked to the audience and purpose and Y3 expectations, e.g. - refining the use of conjunctions - improving language choices - avoiding unnecessary repetition	• Make improvements to their writing linked to the audience and purpose and Y4 expectations, e.g. - refining adverbial phrases - refining subordination - improving language choices - avoiding unnecessary repetition	• Make improvements to their writing linked to the audience and purpose and Y5 expectations, e.g. - refining the use of sentence structures - refining parenthesis to add detail and interest - improving language choices	• Make improvements to their writing linked to the audience and purpose and Y6 expectations, e.g. - refining the use of sentence structures - using the passive for effect - improving language choices



Appendix

Co-ordinating Conjunctions (but, or, yet, so, for, and, nor)

- Co-ordinating conjunctions have one function: to join clauses of **equal importance.**
- Removing the conjunction between two independent clauses leaves two simple sentences whose meanings remain unchanged. They stand alone as individual sentences.

e.g. The dragon was fierce but George loved it.

The dragon was fierce. George loved it.

Removing the conjunction does not change the meaning of the clauses.

Subordinating Conjunctions

- Subordinate clauses are dependent on a main clause to carry meaning.
- Subordinating conjunctions have two functions: they **join the clauses** and they **show the relationship between them.** Removing the conjunction changes the meaning.

e.g. As the dragon's breath was fiery, George always stood well back.

Using as shows the relationship between the clauses. George only stands well back because the dragon's breath is fiery. If the subordinating conjunction is removed, the reader doesn't see the relationship between the two statements.

e.g. The dragon's breath was fiery. George always stood well back.

Subordinate clauses can come in different positions within the sentence:

<table>
<tr><th></th><th>Position</th><th colspan="2">Subordinate clause</th></tr>
<tr><td rowspan="2">Subordinating conjunctions

e.g. although, as, because, before, until, while, since,

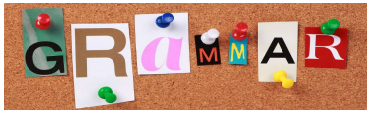
so (purpose), so that</td><td>The subordinate clause can come in different positions within the whole sentence</td><td colspan="2">The dragon flew into the air after burning down the village.

After burning down the village, the dragon flew into the air.

The dragon, after burning down the village, flew into the air.</td></tr>
<tr><td>The subordinating conjunction must come at the start of the clause</td><td>Correct

After burning down the village, the dragon flew into the air.</td><td>Incorrect

• Burning after down the village, the dragon flew into the air.
• Burning down after the village, the dragon flew into the air.
• Burning down the village after, the dragon flew into the air.</td></tr>
</table>



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Conjunctive Adverbs

- Conjunctive adverbs act as a link between two independent clauses.
- Their function is to make it clear how the ideas either side of the conjunctive adverb are related.
- There are rules about how to punctuate when using conjunctive adverbs in a sentence.
- If the conjunctive adverb is joining two main clauses, a semicolon or full stop is needed before it and a comma after e.g.

    I like dragons; however, I don't like the noise they make.

    I like dragons. However, I don't like the noise they make.

    It is incorrect to use commas to separate the two main clauses e.g.

    I like dragons, however, I don't like the noise they make.

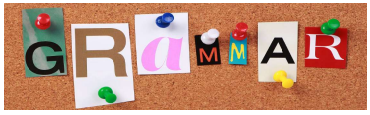
- When the conjunctive adverb comes in the middle of the clause, it is marked by commas e.g.

    I like dragons; I don't, however, like the noise they make.

    I like dragons. I don't, however, like the noise they make.

<table>
<tr><th></th><th>Position</th><th colspan="2">Subordinate clause</th></tr>
<tr><td rowspan="2">Conjunctive adverbs

e.g. also, however, therefore, consequently, furthermore, indeed, in fact, nevertheless, nonetheless, moreover, likewise, incidentally, meanwhile,</td><td>The conjunctive adverb can be moved within its clause</td><td colspan="2">The villagers were sleeping peacefully; meanwhile, the dragons were planning their attack.
The villagers were sleeping peacefully; the dragons were, meanwhile, planning their attack.
The villagers were sleeping peacefully. The dragons, meanwhile, were planning their attack.</td></tr>
<tr><td>The clause with the conjunctive adverb can only come after the main clause.</td><td>Correct

The villagers were sleeping peacefully; meanwhile, the dragons were planning their attack.</td><td>Incorrect

• Meanwhile, the dragons were planning their attack; the villagers were sleeping peacefully.
• The dragons were, meanwhile, planning their attack; the villagers were sleeping peacefully.
• The dragons were, meanwhile, planning their attack. The villagers were sleeping peacefully.</td></tr>
</table>