

GFJS Grammar & Sentence Progression

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Sentence punctuation	Basic sentence punctuation FS CL ! ? Capital letters for names and personal pronoun /	Basic sentence punctuation secure FS CL ! ? (including statements questions, exclamations and commands) Commas to separate items in a list <i>E.g. You will need 2 oranges, a grapefruit, 3 large bananas and 1 ripe melon.</i>		Commas to separate fronted adverbials clauses <i>E.g. Beyond the fields and the woods, the badgers were busy digging a new tunnel.</i>	Brackets, dashes, commas for parenthesis. <i>E.g. The mobile phone (iPhone 14 SE) was stolen during the football game.</i> <i>You were the friend-the only friend-who offered to help me.</i> <i>Although the children enjoyed the film, they didn't think it would break any box office records.</i> <i>Feeling utterly miserable, Aribella continued along the dark street, tensing at every noise.</i> Commas to avoid ambiguity <i>E.g. James loves cooking his family and watching television. Vs James loves cooking, his family and watching television.</i>	Advanced punctuation (colons, semicolons and dashes) Hyphens to avoid ambiguity <i>E.g. recover and re-cover</i> <i>Ellipse</i> <i>"Where do you think you're going.... "</i> <i>The lighthouse stood: watching, waiting, arms of light embraced the unforgiving sea.</i> <i>Monday: the longest day of the week!</i> <i>Charlie spent 3 hours in the library; he couldn't find the book he wanted.</i> <i>Snails are slow creatures - they take hours to move the shortest of distances.</i>
	Apostrophe		Apostrophes singular possession and omission <i>E.g. The boy's bed. don't can't I'll we'll</i>		Apostrophes singular and plural possession - regular and irregular <i>The boy's bed. The boys' beds. The child's desk. The children's desk.</i>		
	Speech				Inverted commas for direct speech <i>"Back away" whispered Watson.</i>	Full speech punctuation for direct speech and reporting clauses. <i>E.g. "Just call me Bob," he said. "Can you hear that strange ticking?" she asked Watson. "It's not the clock."</i>	

Description	Nouns and expanded noun phrases	<p>Proper nouns for names</p> <p>Nouns including proper nouns Expanded noun phrases – adding adjectives <i>E.g. It was a fierce lion. The house was small and dark but she was not afraid.</i></p> <p>Comparative and superlative adjectives using suffixes -er and -est <i>larger taller greenest wildest</i></p>	<p>Nouns with prefixes E.g. <i>nonsense unfairness disbelief semicircle</i></p>	<p>Expanded noun phrases E.g. <i>Reading is a vibrant, busy town in Berkshire. She was not like a normal, old granny with grey hair and wrinkles.</i></p> <p>Modified adjectives E.g. <i>It is a very special day today. It was not entirely suitable but they liked it anyway.</i></p> <p>Prepositional phrases E.g. <i>Berkshire is a county in the south of England, close to London. “Do you mean that boy in the corner?” she enquired.</i></p> <p>Pronouns and alternative nouns for clarity and to avoid repetition e.g <i>Varying use of noun dog in a text: it, they, canine, human companion, four legged friend, wolf-descendant</i></p>	<p>Using number of expanded noun phrases to convey complicated information concisely E.g. <i>Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</i></p>	
	Verbs and adverbs	<p>add suffixes and prefixes Plural markers -s -es add -ing -ed er est to root word where no change is needed</p>	<p>Adverbs using – ly E.g. <i>slowly carefully carelessly clumsily</i></p>		<p>Fronted adverbials - time and cause E.g. <i>Beyond the fields and the woods, the badgers were busy digging a new tunnel. As a result of its popularity, Legoland decided to extend its opening hours.</i></p>	<p>Modal verbs and adverbs of possibility E.g. <i>might, should, could, would, must, ought to may, probably, definitely, won’t</i></p> <p>‘if only’ 3 sentences E.g. <i>If only the storm hadn’t come, if only his parents had been washed up with him, if only he could see another human anywhere then he</i></p>

					<p>wouldn't have felt so alone right now.</p> <p>Verb prefixes E.g. disapprove, misbehaved</p> <p>Forming verbs using suffixes e.g. terror - terrorise advert - advertise class - classify</p> <p>Adverbials - time, place, number, how E.g. <i>Throughout the night</i>, the wind howled like an injured creature. She had practised it <i>three times</i> now.</p>	
Coordination & Subordination	Verbs clauses and connecting clauses using and	Verbs clauses and connecting clauses using subjunctions when, if, that, because and coordination or, and, but	<p>Conjunctions when, before, after, while, so, because, although, as</p> <p>Adverbs and prepositions, adverbs then, next, soon, therefore, before, after, during, in, because of</p>		<p>Relative clauses using who, when, that, which, where and whose <i>Emily Davison, who threw herself in front of the King's horse, was considered a hero.</i> <i>Tornados, when they are in full force, are one of the most destructive natural disasters.</i></p>	
Sentence Types	<p>Simple E.g. <i>I like ice cream.</i></p> <p>Compound using <i>and</i> E.g. <i>Lions have big teeth and sharp claws.</i></p>	<p>Compound E.g. <i>I like strawberry ice cream but my sister likes vanilla the best.</i> <i>My teeth are strong and white.</i></p> <p>Beginning to use complex sentences with subordination at the end e.g. <i>He was really angry when the ball hit him on the head.</i> <i>The kite blew away because the wind was too strong.</i></p>	<p>Complex sentences with subordination at the end E.g. <i>My teeth are strong and white because <u>I clean them twice every day.</u></i> <i>They were so relieved when they finally reached <u>the boat.</u></i> <i>It is important that you do not eat too many sweets as they can cause <u>tooth decay.</u></i></p> <p>Sentence of 3 for action e.g. <i>He ran down the road, jumped over the</i></p>	<p>Complex sentences with subordination at the start and end of the sentence E.g. <i>Leaves start to fall from trees due to the change in temperature in Autumn.</i> <i>Although it was late, we continued to push on.</i></p> <p>Speech + reporting clause + action e.g. <i>"Stop right there!" Paul screamed, shaking his fists at the beast.</i></p>	<p>Complex sentences - considering the impact of the position of clauses for emphasis E.g. <i>As she floated gently down the river, Mrs Twit's petticoat billowed like a parachute.</i> Vs <i>Mrs Twit's petticoat billowed like a parachute as she floated gently down the river.</i></p> <p>SAD speech sentences - speech + action + description/reaction e.g. <i>"Stop right there!" Paul screamed, shaking his fists at the beast. The beast turned round casually, a</i></p>	-ing and -ed drop in clauses e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>Tim, exhausted by his efforts, plodded home tired but not defeated.</i>

		<p>-ly starter single word to show the stages of a story e.g. <i>Suddenly, Eventually, Finally</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat. On the beach he could see sandcastles, a Punch & Judy Show and rows of deck chairs.</i></p>	<p><i>fence and landed face first in the cow pat.</i></p> <p>-ly starters to describe how something is done/should be done e.g. <i>Carefully and slowly, pour the mixture into the container. Silently, the snow fell.</i></p>	<p>1 word -ing and -ed starters e.g. <i>Exhausted, Tim plodded home. Sighing, the beast collapsed in a heap on the floor</i></p>	<p><i>smirk on his face as if laughing at Paul.</i></p> <p>-ing and -ed phrase/clause starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Encouraged by the bright weather, they decided to set sail again.</i></p>	
Tense		<p>Consistent use of present tense or past tense E.g. <i>I play the trumpet. I like this instrument because it makes a really loud noise. We walked and walked and walked. We were all tired out and just wanted to rest.</i></p> <p>Progressive verb in present and past tense E.g. <i>I am writing a fantastic fantasy story I was sitting in the back garden.</i></p>	<p>Present perfect verb tense E.g. <i>She has had chickenpox since Tuesday. I have made the wrong decision.</i></p>			

<p>Standard English Levels of formality</p>			<p>a and an</p>	<p>Standard rules of English <i>was/ were</i> <i>did/done</i></p> <p>Use of rhetorical questions to address reader informally in non-fiction. <i>e.g. Are you looking for a fun time in Berkshire?</i></p>		<p>Standard rules of English Active and passive verbs to create effect and to affect presentation. Active: <i>Tom accidentally dropped the glass.</i> <i>The class heated the water.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> <i>The water was heated.</i></p>
<p>Terminology</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>