

Whole School Grammar Progression

Purpose

This document outlines the progression of grammar knowledge and skills from Year 1 to Year 6. It has been designed to support pupils in developing a secure understanding of grammar throughout primary school.

The progression identifies the knowledge and skills pupils should secure before moving on to more complex concepts. While it reflects the expectations of the National Curriculum, it also includes the small steps that help children develop confidence, accuracy and independence as writers. Rather than viewing grammar as a collection of isolated objectives, the progression focuses on how grammar supports purposeful writing.

The progression is built around five key principles.

- Children need secure foundations before moving on to more complex grammatical concepts.
- Previously taught knowledge should be revisited frequently to strengthen long-term retention and reduce the need for reteaching.
- Grammar should support pupils in becoming more confident and effective writers, rather than being taught as isolated terminology.
- Each year builds upon previous learning, gradually increasing pupils' accuracy, independence and control over their writing.
- Alongside explicit teaching and retrieval, pupils should be given regular opportunities to edit and improve their writing. This includes reflecting on the grammatical choices they make, particularly in UKS2.

Supporting Progression Through Retrieval

Teaching a grammar concept once is rarely enough for pupils to retain and apply it confidently in their writing. Children benefit from regular opportunities to revisit previously taught knowledge alongside new learning.

A consistent retrieval approach provides pupils with frequent opportunities to recall, practise and strengthen previously taught concepts throughout the school year. By revisiting grammar regularly, pupils strengthen their understanding, make meaningful connections between previous and new learning, and apply grammar more confidently and accurately in their writing.

Retrieval is incorporated through short daily and weekly activities. These activities are designed to match pupils' current stage of learning and provide regular opportunities to revisit previously taught concepts.

Monday	Tuesday	Wednesday	Thursday	Friday
Daily GaP (5-10 minutes)	Daily GaP	Daily GaP	Daily GaP	Daily GaP
Mend it Monday (5-10 minutes)	Tense Tuesday (5-10 minutes)	Word Wednesday (5-10 minutes)	Easy Education Grammar	Weekly Check-in (optional review)

Below is an example of the objectives that are revisited over a three-week period through the whole primary phase.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4	Capital Letters Suffix 'ed' Punctuation (? ! .) Composing Sentences Demarcating Sentences	Verbs Apostrophes Contraction Punctuation (, . ? A) Using 'but' Adverbs	Apostrophes (mixed) Punctuation Subheadings Apostrophes Contraction Prepositions	Apostrophes Contraction Inverted Commas Homophones Sentence Editing Plural / Possessive S.	Inverted Commas Relative Clauses Suffixes (ise, ify, ate) Parenthesis Prefix 'over'	Adverbs of Possibility Inverted Commas / Apostrophes Pronouns Relative Clauses Suffixes 'ise, ify, ate'
5	Capital Letters Demarcating Sentences Nouns Using 'and' Ordering Sentences	Subordination Adverbs Suffixes (mess / ment) Coordination Possessive Apostrophes	Verbs Main Clauses Expanded Noun Phrases Apostrophes Contraction Inverted Commas	Question Marks Direct Speech Expanded Noun Phrases Prepositions Apostrophes - Singular and Plural Possessive	Homophones A range of punctuation Commas - Fr Adv. Relative Clauses Prefixes	Sentence Types Objects / Subjects Colons Determiners General Punctuation
6	Using 'but' Plural Nouns Ordering Sentences Demarcating Sentences Using 'because'	General Punctuation Creating Adverbs with 'ly' Commas Apostrophes Contraction Coordination	Adverbs Inverted Commas Subordinate Clauses Sentence Structure Word Families	Apostrophes (mixed) General Punctuation Subheadings Fronted Adverbials Sentence Types	Modal Verbs Commas (Parenthesis) Determiners Apostrophes Suffixes 'ise, ate, ous'	Subordinate Clauses Passive Voice Brackets Apostrophes Inverted Commas

Punctuation	
Year 1	• Use finger spaces to separate words • Demarcate sentences with capital letters and full stops • Begin to use question marks to demarcate questions • Begin to use exclamation marks to show excitement or strong feelings • Use capital letters for days of the week, months, places and names and the personal pronoun 'I'
Year 2	• Demarcate sentences accurately with capital letters and full stops • Use question marks to demarcate questions • Use exclamation marks to demarcate exclamations • Use commas to separate items in a list • Use apostrophes for contracted forms (<i>can't, I'm</i>) • Use apostrophes to show singular possession (<i>the dog's tail</i>)
Year 3	• Use commas to demarcate an opening subordinate clause. • Use inverted commas to go around spoken words ("Let's go" said Tom.)
Year 4	• Use commas after fronted adverbials • Correctly demarcate direct speech (<i>Annie moaned, "I've had enough!"</i>) • Use commas after introductory words and phrases (<i>As quick as a flash,...</i>) • Use the plural possessive apostrophe to show plural possession • Use the singular possessive apostrophe for irregular plural nouns (<i>the children's room</i>)
Year 5	• Use commas, brackets and dashes to offset parenthesis • Use commas to add extra information, including non-essential relative clauses (parentheses) • Use commas to clarify meaning (I love cooking my cat and eating v I love cooking, my cat and eating)
Year 6	• Use semicolons to mark the boundary between closely related independent clauses • Use semicolons within lists to separate complex items • Use colons to introduce a list • Use colons to introduce an explanation or description • Use dashes to mark the boundary between independent clauses • Use bullet points to present information clearly • Use hyphens to avoid ambiguity (small business owner v small-business owner) and join words (once-in-a-lifetime, twenty-seven)

<u>Sentence</u>	
Year 1	The foundations should be clear in that children should understand that a sentence is formed by a subject and a verb and must make sense. Children must master this skill before moving on to more varied and complex sentence structures. • Write basic subject + verb sentences which are extended by simple extra information, such as where or when it happened • Use 'and' to join sentences together • Use because to offer simple reasons • Join sentences together to create cohesive simple passages (I went fishing. I caught a fish. We ate it for dinner)
Year 2	• Add detail to simple sentences with expanded noun phrases (The lazy cat slept on the hard floor.) • Use the coordinating conjunctions and, or, but to join sentences • Use the subordinating conjunctions if, when, because to extend sentences • Identify and write the four different sentence types: questions, exclamations, statements and commands. (Children should understand their grammatical features. For example, exclamations starting with what / how and commands starting with an imperative verb.) • Begin to understand, especially in non-fiction texts, that information should be grouped into groups • Begin to choose simple sentence openings that suit the text type
Year 3	• Use further coordinating conjunctions so and yet to join sentences • Use further subordinating conjunctions while, whilst, since, as, before, until, although and after to extend sentences • Begin to understand that subordinate clauses can appear before or after the main clause • Use prepositions to extend sentences • Begin to vary sentence openers (conjunctions, adverbs, prepositional phrases, ed / ing) • Group information into clear paragraphs • Use headings and subheadings in non-fiction texts • Use short sentences to create emphasis or excitement • Begin to use a wider range of sentence structures throughout extended writing pieces
Year 4	• Use a wider range of subordinating conjunctions to express increasingly complex relationships • Use subordinate clauses at the beginning and the end of main clauses • Use a range of fronted adverbials to vary sentence openings • Use expanded noun phrases modified by prepositional phrases to provide more information about a noun • Use a wider range of sentence openers (conjunctions, adverbs, prepositional phrases, ed / ing, similes, metaphors) with more interesting vocabulary

	• Vary sentence structures throughout a piece of writing • Use pronouns to aid cohesion across sentences • Use clear paragraphing consistently
Year 5	• Use parenthesis to add extra information • Use relative clauses to offer more detail about a noun • Select sentence structures deliberately to suit the purpose and effect of the writing • Use a wider range of subordinating conjunctions to vary sentence structures and express more complex relationships between ideas • Use further coordinating conjunctions for and nor to join sentences • Use a wider range of sentence openings, including dialogue, adverbials and repetition where appropriate
Year 6	• Select sentence structures deliberately to suit audience, purpose and effect. • Manipulate sentence length to control pace and emphasis • Effectively combine simple, compound and complex sentences fluently • Use a range of sentence openings appropriately across a text • Adapt sentence structures to suit formal and informal writing • Use the subjunctive form to create a formal tone • Use the passive voice to affect the presentation of information in a sentence

<u>Word</u>	
Year 1	- Understand and identify nouns - Understand and identify verbs - Understand and identify adjectives - Choose basic, suitable adjectives to describe nouns - Children should understand the concept of a subject but do not need to explain the meaning of a subject - Adding the suffixes 'ing', 'ed' and 'er' to write new words where no root change is required (<i>teach + ing = teaching</i>) - Using the suffixes 'es' and 's' to write plural nouns - Using the prefix 'un' to change the meaning of the root word.
Year 2	- Identify nouns, verbs and adjectives across sentences - Choose suitable adjectives to describe a noun to create an expanded noun phrase. - Begin to select more detailed adjectives (huge instead of big) - Understand that adverbs tell us how the verb happened (quickly, carefully). - Begin to understand the term conjunction - Create nouns using the suffixes 'ness' and 'er' - Create adjectives using the suffixes 'less' and 'ful' - Create adjectives using the suffixes 'er' and 'est' - Create adverbs using the suffix 'ly' - Create nouns by compounding words (wind + mill = windmill)
Year 3	- Fully understand the purpose of nouns, adjectives and verbs - Understand that adverbs tell us how, when or where the verb happened - Understand and identify prepositions and conjunctions - Select more precise nouns, verbs, adjectives and adverbs - Form nouns using a wider range of prefixes (<i>super, anti, auto</i>). - Understand and use 'a' and 'an' correctly - Recognise word families and understand how words are related (<i>solve, solution, solved</i>) - Understand how prefixes and suffixes change the meaning or function of words - Begin to select more ambitious vocabulary to improve writing
Year 4	- Understand the difference between plural and possessive 's' - Recognise and use Standard English verb forms - Understand and identify pronouns - Understand how pronouns replace nouns to avoid repetition - Begin to understand the difference between personal and possessive pronouns - Understand and identify determiners - Choose appropriate determiners to make writing more precise

Year 5	• Identify the range of previously taught word classes • Convert nouns or adjectives into verbs using suffixes (<i>ate, ise, ify</i>) • Use modal verbs and adverbs of possibility to indicate degrees of possibility • Change the meaning of verbs through prefixes (<i>mis, dis, de, over, re</i>)
Year 6	• Understand the features of formal and informal language • Select the correct level of formality to reflect the purpose of their writing • Identify a range of synonyms and antonyms

<u>Tense</u>	
Year 1	• Write simple sentences in the simple present tense • Begin to understand that the suffix 'ed' means that something has happened in the past
Year 2	• Write in the past and present tense • Understand that some past tense verbs are irregular • Maintain the same tense throughout a piece of writing • Use the past and present progressive tense
Year 3	• Use tense accurately most of the time • Form and use the present perfect tense
Year 4	• Select and maintain appropriate tenses across longer pieces of writing • Recognise when a change of tense is needed
Year 5	• Confidently use all previously taught tenses • Form the past perfect tense • Shift tense accurately where appropriate
Year 6	• Maintain accurate tense throughout complex pieces of writing • Select and confidently use the most appropriate tense