

Bridgeview Grammar progression



Sentence Structure	Text Structure	Punctuation
Pre Key Stage Standard 3- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences	Pre Key Stage Standard 3 make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences	Pre Key Stage Standard 5 demarcate some sentences with capital letters and full stops.
Pre Key Stage Standard 4 write down one of the sentences that they have rehearsed.	Pre Key Stage Standard 4 make up their own sentences and say them aloud, after discussion with the teacher	
	Pre Key Stage Standard 5 write sentences that are sequenced to form a short narrative (real or fictional)	
How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces
How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I
Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list
Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling
Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech
Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech
Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)
Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)
Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking 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 on the other hand, in contrast, or as a consequence), and elision.	Brackets, dashes or commas to indicate parenthesis
Expanded noun phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day)	Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity
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. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		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
		How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover)

Terminology for Pupils					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause	pronoun, possessive, pronoun, adverbial	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points