

# **BBVS Grammar Progression Document EYFS-Y6**

(Updated 2022)

<b>Early Learning Goal – Literacy – Writing</b>	
<b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b>	
Word level	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>
Sentence level	Attempts to write short sentences in meaningful contexts that can be read by others.

## Yr 1 Grammar

**Expected Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

### Sentence Level

How <b>words</b> can combine to make <b>sentences</b>	<ul style="list-style-type: none"> <li>• Understand the difference between a letter/word + word/sentence</li> <li>• Link boundaries between spoken words and spaces between written words (physical)</li> <li>• Re-order words – does my sentence make sense?</li> <li>• Understand a sentence conveys meaning.</li> <li>• Notice that sentences sometimes continue onto the next line.</li> <li>• Clap the words as they say them and match the number of claps to the number of words.</li> </ul>
Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<ul style="list-style-type: none"> <li>• Labels – Peter and Jane.</li> <li>• Descriptive phrase – black and white</li> <li>• Clause - The dog <u>is</u> black and white.</li> <li>• Two clauses joined using and - Equal weighting on either side of 'and'. e.g <b>It was raining</b> and <b>we were cold</b>.</li> </ul>

### Text

Sequencing <b>sentences</b> to form short narratives	<ul style="list-style-type: none"> <li>• Understand a sentence.</li> <li>• Link the following sentence to the previous sentence.</li> <li>• Ordering and sequencing sentences and noticing effect.</li> <li>• Typical openings and endings</li> <li>• Time words eg. next then after</li> <li>• Refer to sentence level – descriptive phrases (noun phrases)</li> </ul>
<b>Tenses</b>	<ul style="list-style-type: none"> <li>• Use simple present – I dance, he/she dances, you dance</li> <li>• Use simple future – I will dance (use an auxiliary verb)</li> <li>• Use simple past – I danced (add suffix)</li> </ul>

### Punctuation

Separation of <b>words</b> with spaces	<ul style="list-style-type: none"> <li>• Understand the concept of a word.</li> <li>• Finger spaces</li> <li>• Jumping in hoops as they say each word</li> <li>• Count the claps and compare with writing – A big dog – 3 claps – 3 words</li> <li>• Look at writing with no gaps – what do you notice?</li> </ul>
Introduction to capital letters, full stops, question marks and	<ul style="list-style-type: none"> <li>• Noticing that punctuation supports reading.</li> <li>• Noticing the intonation when reading a question, an exclamation and a sentence</li> <li>• Begin to identify different types of sentence</li> </ul>

exclamation marks to demarcate <b>sentences</b>	<ul style="list-style-type: none"><li>• Match ? to question words and intonation</li><li>• Match ! to a feeling and intonation</li><li>• Notice that sentences sometimes continue onto the next line.</li></ul>
Capital letters for names and for the personal <b>pronoun I</b>	<ul style="list-style-type: none"><li>• Identify the difference between capital and lower case letter – sorting</li><li>• Use capital letter for own name</li><li>• Use capital letters for other names including places</li><li>• Use capitals for titles – Miss, Mr, Dr</li><li>• Notice that names in the middle of sentences all have capital letters.</li><li>• Understand that the pronoun <i>I</i> is used in place of their name.</li><li>• Notice that the capital <i>I</i>, when used as a pronoun, is always a single letter.</li><li>• Notice that the pronoun '<i>I</i>' still remains a capital when used in within a sentence.</li><li>• Notice that '<i>i</i>' in the middle of other words is not a capital letter.</li></ul> <p>(Be careful not to use capital letters for single word labels as this will confuse children)</p>

**Yr 2 Grammar (+Y1 grammar correctly and consistently)**

**Expected Terminology: noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma**

**Sentence Level**

<p><b>Co-ordination</b> (using <i>and, but, or, so</i>)</p>	<p><b>Co-ordinating conjunctions</b> join two clauses of equal weight.</p> <ul style="list-style-type: none"> <li>• Understand how to link ideas</li> <li>• Understand <i>and</i> links two ideas - <b>It was raining <u>and</u> we were cold.</b></li> <li>• Understand <i>but</i> can be used to suggest contrast – <b>I like jam <u>but</u> I don't like marmite.</b></li> <li>• Understand <i>but</i> can be used to explain why (cause and effect) – <b>I would like to go outside but it is raining.</b></li> <li>• Understand <i>or</i> can be used to show choice – <b>You can go out to play <u>or</u> you can stay inside.</b></li> <li>• Understand <i>so</i> can be used to show effect – <b>I was hungry <u>so</u> I ate a sandwich.</b></li> </ul>
<p><b>Subordination</b> (using <i>when, if, because</i>)</p>	<p><b>Subordinating conjunctions</b> go at the beginning of a subordinate clause.</p> <p>Teacher knowledge:</p> <ul style="list-style-type: none"> <li>• Understand and identify the main clause in a sentence.</li> <li>• Understand and identify the subordinate clause in a sentence.</li> </ul> <p>Challenge - Notice that a subordinating clause can also appear at the beginning of a sentence but this needs to be handled carefully. (Don't introduce sub-ordinate clause in the middle of a sentence (embedded clause)).</p> <p>Teaching points:</p> <ul style="list-style-type: none"> <li>• Notice that a subordinate clause always begins with a subordinating 'link word'</li> <li>• Notice that a subordinating clause can appear at the end of a sentence.             <ul style="list-style-type: none"> <li>○ I eat fruit when I am hungry.</li> <li>○ When I am hungry I eat fruit.</li> </ul> </li> <li>• Understand <i>because</i> is used to explain or offer a reason - We were hungry <u>because</u> we hadn't eaten all day.</li> <li>• Understand <i>if</i> is used to explain or offer a reason - We would go outside to play if it wasn't raining. (if suggests possibility)</li> <li>•</li> </ul>
<p>Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>	<ul style="list-style-type: none"> <li>• One adjective before the noun</li> <li>• Two adjectives before the noun that describe different qualities</li> <li>• Explore the order of adjectives – eg. size, colour, manner, age.             <ul style="list-style-type: none"> <li>○ red big lorry or big red lorry</li> <li>○ grumpy old man or old grumpy man</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Noun phrase after the noun that adds more detail eg position - the man <u>in the moon</u>.</li> <li>• Specification – notice what happens when instructions are given - <ul style="list-style-type: none"> <li>○ Go and pick up <u>an</u> apple. (not specific)</li> <li>○ Go and pick up <u>the</u> apple. (specific identified apple)</li> <li>○ Go and pick up <u>some</u> apples.</li> </ul> </li> </ul>
<p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>	<ul style="list-style-type: none"> <li>• Understand why we use the four different types of sentences.</li> <li>• Identify how punctuation helps the reader identify each type of sentence.</li> <li>• Notice how word order changes when using different sentences.</li> <li>• Compare: <ul style="list-style-type: none"> <li>○ The girl is running.</li> <li>○ Why is the girl running?</li> <li>○ Add the sugar. (command)</li> <li>○ Stop that! ( command and exclamation)</li> </ul> </li> <li>• Notice the type of word that starts each sentence</li> <li>• Understand that the starting word indicates the type of sentences.</li> </ul>
<p><b>Text</b></p>	
<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use present progressive – She is <u>dancing</u></p> <p>Use past progressive – She was <u>dancing</u></p>	<ul style="list-style-type: none"> <li>• Identify the verb in a sentence</li> <li>• Understand that the verb indicates tense.</li> <li>• Understand the verb tenses for the verbs: <ul style="list-style-type: none"> <li>○ to be ( I am, you are, I was)</li> <li>○ to have</li> <li>○ to go</li> </ul> </li> <li>• Understand that an –ed ending on a verb usually indicates past tense and the action has been completed.</li> <li>• Understand that an - ing ending to a verb indicate a continuing action – progressive tense</li> <li>• Understand that an –ing ending to a verb used with <b>is, am, are</b> indicates present.</li> <li>• Understand that <b>was</b> is only ever preceded by <b>I, he, she</b> and <b>it</b>.</li> <li>• Understand that <b>were</b> is only ever preceded by <b>we, they, you</b></li> <li>• Understand that an –ing ending to a verb used with <b>was, were</b> indicates past.</li> <li>• Correct use of <b>was/were</b></li> </ul>
<p><b>Punctuation</b></p>	
<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p>	<p>See Year 1</p> <ul style="list-style-type: none"> <li>• Use different types of sentences.</li> <li>• Use ? to indicate a question and adapt intonation</li> <li>• Use ! to indicate feeling and intonation</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and use the four different types of sentences.</li> <li>• Understand how punctuation helps the reader identify each type of sentence.</li> <li>• Understand that the starting word in a sentence indicates the sentence type.</li> </ul>
<p>Commas to separate items in a list</p>	<p>Teacher knowledge: Understand that a comma helps the reader understand – it helps separate the information and makes it clearer and more readily accessible.</p> <ul style="list-style-type: none"> <li>• Understand why we use a comma in a horizontal list and not vertical list – clearly indicates why you use a comma.</li> <li>• Understand that I can use ‘and’ to separate two items – I ate fish and chips.</li> <li>• Understand that I use a comma and ‘and’ to separate three items – I ate fish, chips and peas.</li> <li>• Notice that when I write a list of three items that I only use one comma and ‘and’.</li> <li>• Notice that a comma does not come before and.</li> </ul> <p>Teacher knowledge: School policy – in order to avoid comma confusion, commas will not be used to separate two adjectives in a noun phrase. This will introduced in Yr 4</p>
<p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (<i>the girl's name</i>)</p>	<p>Apostrophes for omission:</p> <ul style="list-style-type: none"> <li>• Notice and talk about the difference between: <ul style="list-style-type: none"> <li>○ <b>it is</b> and <b>it's</b></li> <li>○ <b>I am</b> and <b>I'm</b></li> </ul> </li> <li>• Understand that the ‘ replaces a missing letter</li> <li>• Understand that the missing letter is not always the same although it is usually a vowel</li> </ul> <p>Singular possession:</p> <ul style="list-style-type: none"> <li>• Understand that cat indicates one cat and cats indicate more than one.</li> <li>• Understand a possessive apostrophe indicates that the single noun (the cat) owns something <ul style="list-style-type: none"> <li>○ the cat's paw</li> </ul> </li> <li>• Notice that when we talk about something that the single noun (the cat) owns the apostrophes come before the s</li> <li>• Understand that the s does not indicate plural noun</li> <li>• Understand that an apostrophe indicates ownership and means ‘belongs to’ - the paw belongs to the cat.</li> <li>• Understand how to punctuate singular nouns that end in s (names) Jesus Jesus’ or Jesus’s</li> </ul> <p><u>Teacher knowledge:</u> Irregular plural possession: Children represents a single unit of ownership so the apostrophe come before the s - children’s (men’s, women’s)</p>
<p><b>Yr 3 Grammar (+ KS1 correctly and consistently)</b></p>	

Expected Terminology: preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter , vowel, vowel letter, inverted commas (or 'speech marks')	
<b>Sentence Level</b>	
Word level <b>a/an</b>	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, so, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )	<p><u>Conjunctions</u> - join ideas Understand how and why we use <i>when, before, after, while, so, because</i> Eg.</p> <ul style="list-style-type: none"> <li>• Understand <i>when</i> is used to convey a time. (<i>When I was class 1 I used to... </i>)</li> <li>• Understand that <i>when</i> can appear at the beginning of a sentence or at the end. (<i>When I was class 1 I used to ... or ...I used to .... when I was in class 1.</i>)</li> <li>• Understand <i>when</i> is also used to convey place (<i>When he went outside he saw... </i>) and cause (<i>When I clap my hands put your pencils down.</i>) Play Simon Says?</li> <li>• Use conjunctions correctly</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>• Understand that adverbs add detail to the verb (time, place, cause)</li> </ul> <p><u>Prepositions</u></p> <ul style="list-style-type: none"> <li>• Understand that prepositions indicate time and place</li> <li>• Be able to use a range of time, place and causal words/phrases</li> <li>• Use a range of time, place and causal words/phrases at the beginning and end of a sentence.</li> </ul>
<b>Text</b>	
Introduction to paragraphs as a way to group related material	<ul style="list-style-type: none"> <li>• Understand a paragraph is a piece of writing with a single theme</li> <li>• Use planning grids to group ideas</li> <li>• Identify the focus of a group (This group of sentences is about what a hamster needs to eat.)</li> <li>• Label groups of sentences (What to feed a hamster.)</li> <li>• Understand that the opening sentence (topic sentence) introduces the content of a paragraph. (Hamsters need to eat different types of food to stay healthy)</li> <li>• Understand the purpose of an introductory paragraph and an ending paragraph)</li> </ul>
Headings and sub-headings to aid presentation	<ul style="list-style-type: none"> <li>• Identify the heading and sub-heading in different genre</li> <li>• Understand how the heading/sub-heading helps the reader</li> <li>• Understand the structure of a heading/sub-heading – short, clear, concise</li> <li>• Match headings and sub-headings to paragraphs by linking key words</li> </ul>

<p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. He <u>has</u> gone out to play contrasted with He <u>went</u> out to play)</p>	<p style="text-align: center;">Not a whole lesson – drip feed!</p> <p><u>Teacher knowledge:</u>  The <b>present perfect</b> is formed from the present tense of the verb <b>have</b> and the <b>past participle</b> of a verb.  The present perfect continuous is formed with <b>have/has been</b> and the <b>-ing</b> form of the verb: -</p>
<p><b>Punctuation</b></p>	
<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<ul style="list-style-type: none"> <li>• Identify the spoken words (speech bubbles)</li> <li>• Identify the spoken words (circle or underline words)</li> <li>• Identify the spoken words (inverted commas/speech marks)</li> <li>• Identify the speaker</li> <li>• Notice a new speaker starts a new line</li> <li>• Notice that the reported clause (how and who is speaking) is placed outside of the speech marks</li> <li>• Notice that the reported clause normally appears after the spoken words.</li> </ul>

**Yr 4 Grammar (+Y3 correctly and consistently)**

**Expected Terminology: determiner, pronoun, possessive pronoun, adverbial**

**Sentence Level**

Word level	<ul style="list-style-type: none"> <li>• The grammatical difference between plural and possessive –s</li> <li>• Correct standard English forms – we were <i>not</i> we was – I did <i>not</i> I done</li> </ul>
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	<ul style="list-style-type: none"> <li>• Select appropriate adjectives that add detail and enhance the story</li> <li>• Understand when not to use adjectives</li> <li>• Use a comma to separate two items in a noun phrase if the two items still make sense when the comma is replaced by ‘and’ and the adjectives can be reversed.</li> </ul>
<b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	<ul style="list-style-type: none"> <li>• Understand the purpose of an adverbial phrase (add detail about time, place, manner in relation to the verb)</li> <li>• Notice different functions of fronted adverbials</li> <li>• Notice that fronted adverbials are followed by a comma</li> <li>• Understanding that fronted adverbials consist of more than one word (phrase/clause)             <ul style="list-style-type: none"> <li>○ Later that day,</li> <li>○ Leaping up in delight, the man...</li> </ul> </li> </ul>

**Text**

Use of paragraphs to organise ideas around a theme	<p>Paragraphing helps writers to organise their thoughts, and helps readers to follow the story line, argument or dialogue.</p> <p>Single paragraph:</p> <ul style="list-style-type: none"> <li>• A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage of dialogue.</li> <li>• A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph. Some writers also indent the first line of a new paragraph.</li> <li>• Understand that the opening sentence (topic sentence) introduces the content of a paragraph. (Hamsters need to eat different types of food to stay healthy)</li> <li>• Understand that the supporting sentences in a paragraph link to the opening sentence.</li> <li>• Identify linking words within a paragraph</li> <li>• Match statements to topic sentences</li> </ul> <p>Whole text level:</p> <ul style="list-style-type: none"> <li>• Start with a simple introductory and finish with a simple closing paragraph</li> </ul>
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	<ul style="list-style-type: none"> <li>• Make sure there is a link between the opening and closing paragraph</li> </ul>
Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition	<ul style="list-style-type: none"> <li>• Understand what a noun is (proper/common)</li> <li>• Understand that a pronoun is used to replace a noun (I, he, she, it)</li> <li>• Understand that a pronoun is used to replace a noun <b>previously mentioned</b></li> <li>• Understand that a possessive pronoun indicates ownership (my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's)</li> <li>• Identify, and use, synonyms for nouns to avoid repetition (beast, creature, monster)</li> </ul>
Tenses	<ul style="list-style-type: none"> <li>• Recap and revisit all tenses used from Y1-Y3 to ensure accuracy and consistency</li> </ul>
<b>Punctuation</b>	
Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas	<ul style="list-style-type: none"> <li>• Understand that the reported clause (how and who is speaking) is placed outside of the speech marks</li> <li>• Notice that the reported clause normally appears at the end of the spoken words but can appear before the spoken words.</li> <li>• Notice the different punctuation when the reported clause begins/ends the sentence <ul style="list-style-type: none"> <li>○ Peter said, " Will you come out to play?"</li> <li>○ "Will you come out to play?" said Peter.</li> </ul> </li> <li>• Understand where to place <b>! ? and ,</b> in relation to inverted commas</li> <li>• Understand how to punctuate direct speech which is separated by a reported clause.</li> </ul> <p><u>Teacher knowledge:</u> If the direct speech is broken up by information about who is speaking, you need a comma (or a question mark or exclamation mark) to end the first piece of speech and a full stop or another comma before the second piece (before the inverted comma or commas):</p> <ul style="list-style-type: none"> <li>○ 'You're right,' he said. 'It feels strange.'</li> <li>○ 'No!' he cried. 'You can't leave now!'</li> <li>○ "Have you seen my keys?" asked mum. "I think I left them in the house."</li> <li>○ 'Thinking back,' she said, 'he didn't expect to win.'</li> </ul>
<b>Apostrophes</b> to mark <b>plural</b> possession ( <i>the girls' names</i> )	<ul style="list-style-type: none"> <li>• Understand that most plurals end in s</li> <li>• Understand the irregular plurals that do not end in s (eg. children/men/women)</li> <li>• <b>girls' dresses</b></li> <li>• children's – plural possession but single unit of ownership</li> </ul>
Use of commas after <b>fronted adverbials</b>	See Sentence Level - <b>Fronted adverbials</b> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Understand that a comma is used to avoid ambiguity and aid understanding.</li> </ul>

**Yr 5 (+ Y3/Y4 correctly and consistently)**

Expected Terminology modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity

**Sentence Level**

**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun

- Use relative clauses at the end of a sentence.
- Understand that relative clauses are most often used to define or identify the noun that precedes them. E.g. Do you know the girl **who** started in grade 7 last week? Can I have the pencil **that** I gave you this morning?
- Recognise that some relative clauses are not used to define or identify the preceding noun but to give *extra information* about it. E.g. Einstein, who was born in Germany, is famous for his theory of relativity.
- Notice that the relative clause which gives extra information **must** be separated by commas.
- Notice that the relative pronoun is omitted is when the pronoun is the object of the relative clause. E.g. I haven't read any of the books (that) I got for Christmas.
- By able to identify the correct omitted relative pronoun.

Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*)

- Adverbs:
- Understand that adverbs of certainty express how certain we feel about an action or event. E.g. certainly, definitely, probably, undoubtedly, surely
  - Understand that sometimes these adverbs of certainty can be placed at the beginning of the sentence. E.g. Undoubtedly, Winston Churchill was a great politician.
  - Understand that when the adverb of certainty *surely* is placed at the beginning of the sentence, it means the speaker thinks something is true, but is looking for confirmation. E.g. Surely you're not going to wear that to the party.
- Understand that modal verbs can be used in different ways:
- Probability: Modal verbs can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'. E.g. It's snowing, so it **must be** very cold outside.
  - Ability: We use 'can' and 'could' to talk about a skill or ability. E.g. My grandfather **could play** golf very well.
  - Obligation and advice: We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.
  - Permission: We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed.

**Text**

Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*)

**See Year 4**  
 There are two key areas that children need to be able to use confidently when structuring their writing – coherence and cohesion  
**Coherence** refers to the underlying logic and consistency of a text (ie. ideas are relevant and enable the reader to follow the meaning).

	<p><b>Cohesion</b> refers to the grammatical features in a text which enables the parts to link together (ie. through the use of connectives to relate events or pronouns or phrases that link back to previous content)</p> <p>Single paragraph:</p> <ul style="list-style-type: none"> <li>• Open paragraphs with a topic sentence</li> <li>• Develop supporting sentences that link to the opening sentence.</li> <li>• Identify a range of linking words within a paragraph</li> <li>• Consider how the closing sentence in a paragraph can lead into the next paragraph.</li> <li>• Ensure viewpoint is maintained in a paragraph.</li> <li>• Ensure appropriate noun/pronoun and verb/tense use throughout the paragraph.</li> </ul>
<p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Whole text level:</p> <ul style="list-style-type: none"> <li>• Make sure there is a link between the opening and closing paragraph</li> <li>• Make sure there are links between the supporting paragraphs</li> <li>• Be able to identify other forms of cohesion such as the use of figurative language, stylistic features, repetition, sentence length etc.</li> </ul>
<p><b>Punctuation</b></p>	
<p>Brackets, dashes or commas to indicate parenthesis</p>	<ul style="list-style-type: none"> <li>• Understand that a parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between <b>dashes</b> or <b>commas</b>. E.g. <i>Sam and Emma (his oldest children) are coming to visit him next weekend.</i> <b>or</b> <i>Margaret is generally happy — she sings in the mornings! — but responsibility weighs her down.</i> <b>or</b> <i>Sarah is, I believe, our best student.</i></li> <li>• Understand that the term parentheses can also refer to the brackets themselves.</li> <li>• Understand that a dash is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes).</li> <li>• Understand that dashes may be used to replace other punctuation marks (colons, semi-colons, commas) or brackets. E.g. <i>It was a great day out — everybody enjoyed it.</i></li> </ul>
<p>Use of commas to clarify meaning or avoid ambiguity</p>	<ul style="list-style-type: none"> <li>• Understand that a comma is a punctuation mark used to help the reader by separating parts of a sentence.</li> </ul> <p>Understand that a comma can be used to:</p> <ul style="list-style-type: none"> <li>• separate items in a list (but not usually before <i>and</i>): <i>My favourite sports are football, tennis, swimming and gymnastics. I got home, had a bath and went to bed.</i></li> <li>• to mark off extra information: <i>Jill, my boss, is 28 years old.</i></li> <li>• after a subordinate <b>clause</b> which begins a sentence: <i>Although it was cold, we didn't wear our coats.</i></li> <li>• with many connecting <b>adverbs</b> (eg <i>however, on the other hand, anyway, for example</i>): <i>Anyway, in the end I decided not to go.</i></li> </ul>

- Understand that commas are often used to mark off connecting adverbs or adverbial phrases or clauses. E.g. *First of all, I want to say ... or I didn't think much of the film. Helen, on the other hand, enjoyed it.*
- Understand that connecting adverbs and conjunctions function differently. Conjunctions (like *but* and *although*) join clauses within a sentence. Connecting adverbs (like *however*) connect ideas but the clauses remain separate sentences. E.g.
  - *I was angry but I didn't say anything.* (*but* is a conjunction - one sentence)
  - *Although I was angry, I didn't say anything.* (*although* is a conjunction - one sentence)
  - *I was angry. However, I didn't say anything.* (*however* is an adverb - two sentences)

## Yr6 Grammar (+KS2 correctly and consistently)

**Expected Terminology:** subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points

### Sentence Level

Use of the **passive** 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 [by me]*).

Be able to:

- identify the verb in a sentence
- identify the subject and object in a sentence
- use active and passive verbs within fiction and non-fiction
- be able to switch between active and passive for effect
  - *The dog bit Ben.* (active) *Ben was bitten by the dog.* (passive)

In the active sentence, the subject (*the dog*) performs the action. In the passive sentence, the subject (*Ben*) is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.

Understand that:

- Many verbs can be active or passive. For example, *bite*:
  - *The dog bit Ben.* (active)
  - *Ben was bitten by the dog.* (passive)
- Passive forms are common in impersonal, formal styles.
  - For example: *It was agreed that ...* (compare *We agreed that ...*). *Application forms may be obtained from the address below.*

Know that:

- An active sentence always identifies the agent/doer
- The passive changes the focus of the sentence to the object rather than the subject
- All passive forms are made up of the verb *be* + past **participle**:
  - **active:** *Somebody saw you. We must find them. I have repaired it.*
  - **passive:** *You were seen. They must be found. It has been repaired.*

The difference between structures typical of informal speech and structures appropriate for formal speech

Understand that:

- A dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:
  - non-standard subject + verb patterns, eg *I knows, you was, he like*

and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*)

- past tense forms, eg *I done, I seen*
- various individual words and expressions, eg *owt/howt* for *anything/nothing*
- **Standard English** is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.
- There are differences in vocabulary and grammar between standard English and other varieties. For example, *we were robbed* and *look at those trees* are standard English; *we was robbed* and *look at them trees* are non-standard.

**Question tags** are short questions at the end of statements. They are mainly used in speech, informal writing and narrative when we want to:

- **confirm that something is true or not**, or
- **to encourage a reply** from the person we are speaking to.
- Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject.
  - E.g. A **positive** statement is followed by a **negative** question tag.
    - Jack **is** from Spain, **isn't** he?
    - Mary **can** speak English, **can't** she?
- or a **negative** statement is followed by a **positive** question tag.
  - They **aren't** funny, **are** they?
  - He **shouldn't** say things like that, **should** he?

Understand that:

- An **idiom's** figurative meaning is different from the literal meaning. E.g. A penny for your thoughts/ Back to the drawing board
- How to use slang and idioms appropriately and for effect E.g. Pop to the shops

or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech)

Understand that:

- The **subjunctive** is used to express intention or proposal about the future.
- We don't use the **subjunctive** very much in contemporary English unless we wish to sound very formal.
- With verbs like **suggest, recommend, insist** and adjectives like **important, essential, imperative, crucial, vital**, we often use **should + infinitive** instead of the subjunctive or we can use the normal tense form.
- **Were** is a kind of subjunctive when it is used with I and **he/she/it** instead of **was** with wish and in **if-**

clauses.

- If we use the more natural **was**, it will sound more informal.

Consider the following:

- I wish I were (or was) home now.
- I wish it were (or was) the weekend.
- The subjective introduces an element of doubt:
  - Were they to come on Saturday, I would make dinner for them.
- Compared with a more definite statement:
  - They are coming to dinner on Saturday, so I will make dinner for them

## Text

Linking 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*),

**Understand that:**

- An effective text needs to be coherent and cohesive.
- The term **coherence** refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so that the reader can follow the meaning.
  - As a consequence, I had to mop the floor this morning. (This relates specifically to the sentence above. One relies on the other.)
- The term **cohesion** refers to the grammatical features in a text which enable the parts to fit together. One way of creating cohesion is the use of **connectives**:
  - *I sat down and turned on the television.*
  - *Just then, I heard a strange noise.*
- Cohesion is also achieved by the use of words (such as **pronouns**) that refer back to other parts of the text.

Recognise that:

- Cohesive devices contribute to the overall coherence of a text
- The closing sentence in a paragraph can lead into the next

Can use:

- A variety of synonyms/phrases to vary vocabulary whilst maintaining the reference. E.g. Sharks/These vicious killers/These remarkable creatures
- Repetition of earlier nouns/phrases to make links and for effect
- Reference to, or continue, an earlier simile/metaphor and use across the text. E.g. Captives in the prison of learning/inmates/incarcerated in the dungeon-like classroom

<p>and <b>ellipsis</b></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Understand that:</p> <ul style="list-style-type: none"> <li>• Ellipsis is the omission of words in order to avoid repetition. For example: <ul style="list-style-type: none"> <li>○ <i>I don't think it will rain but it might.</i> (= it might rain)</li> <li>○ <i>'Where were you born?' 'Bradford.'</i> (= I was born in Bradford)</li> </ul> </li> </ul> <p>An ellipsis is also the term used for three dots (...) which show that something has been omitted or is incomplete.</p> <p>Understand that layout devices are primarily used in non-fiction writing to help the reader navigate and access the text.</p>
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<p><b>Punctuation</b></p>	
<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up</i>)</p>	<p>Understand that:</p> <ul style="list-style-type: none"> <li>• A <b>semi-colon</b> can be used to separate two main <b>clauses</b> in a sentence. E.g. <i>I liked the book; it was a pleasure to read.</i> This could also be written as two separate sentences <i>however</i>, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semi-colon rather than two separate sentences E.g. <i><b>I liked the book. It was a pleasure to read.</b></i></li> <li>• A <b>colon</b> is also used before a second clause that expands, summarises or illustrates the first: <i>He was very cold: the temperature was below zero.</i></li> <li>• A <b>dash</b> is a punctuation mark used especially in informal writing (such as letters to friends, postcards or notes).</li> <li>• Dashes may be used to replace other punctuation marks (<b>colons, semi-colons, commas</b>) or brackets: <i>It was a great day out — everybody enjoyed it.</i></li> <li>• A <b>parenthesis</b> is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in <b>brackets</b> or between <b>dashes</b> or <b>commas</b>: <ul style="list-style-type: none"> <li>○ <i>Sam and Emma (his oldest children) are coming to visit him next weekend.</i></li> <li>○ <i>Margaret is generally happy — she sings in the mornings! — but responsibility weighs her down.</i></li> <li>○ <i>Sarah is, I believe, our best student.</i></li> </ul> </li> <li>• The term parentheses can also refer to the brackets themselves</li> </ul>

<p>Use of the colon to introduce a list</p>	<p>Understand that</p> <ul style="list-style-type: none"> <li>• In a simple list, <b>commas</b> are used but <b>semi-colons</b> are used to separate items in a list if these items consist of longer phrases. For example: <i>I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.</i></li> <li>• A <b>colon</b> is a punctuation mark used to introduce a list or a following example.</li> </ul>
<p><b>Punctuation</b> of bullet points to list information</p>	<p>Understand that:</p> <ul style="list-style-type: none"> <li>• A colon is used to introduce a series of items. <ul style="list-style-type: none"> <li>○ You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.</li> <li>○ I want the following items: butter, sugar, and flour.</li> <li>○ I need an assistant who can do the following: input data, write reports, and complete tax forms.</li> </ul> </li> </ul>
<p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>Understand that:</p> <ul style="list-style-type: none"> <li>• A hyphen is sometimes used to join the two parts of a <b>compound</b> noun, as in <i>golf-ball</i> and <i>proof-read</i>. But it is much more usual for such compounds to be written as single words (eg <i>football</i>, <i>headache</i>, <i>bedroom</i>) or as separate words without a hyphen (<i>golf ball</i>, <i>stomach ache</i>, <i>dining room</i>, <i>city centre</i>).</li> <li>• Hyphens are used in the following cases: <ul style="list-style-type: none"> <li>• in compound adjectives and longer phrases used as modifiers before nouns: <ul style="list-style-type: none"> <li>○ <i>a foul-smelling substance</i></li> <li>○ <i>a well-known painter</i></li> <li>○ <i>a one-in-a-million chance</i>    <i>a state-of-the-art computer</i></li> </ul> </li> <li>• in many compound nouns where the second part is a short word like <b><i>in</i></b>, <b><i>off</i></b>, <b><i>up</i></b> or <b><i>by</i></b>: <ul style="list-style-type: none"> <li>○ <i>a break-in</i></li> <li>○ <i>a write-off</i></li> <li>○ <i>a mix-up</i></li> </ul> </li> <li>• in many words beginning with the prefixes <b><i>co-</i></b>, <b><i>non-</i></b> and <b><i>ex-</i></b>: <ul style="list-style-type: none"> <li>○ <i>co-operate</i></li> <li>○ <i>non-existent</i></li> <li>○ <i>ex-husband</i></li> </ul> </li> </ul> </li> </ul>