



**Subject:** Literacy - Grammar Progression

**Academic Year:** 2024-25

## Castel Primary School

The English curriculum at Castel Primary school is underpinned by contextualized grammar teaching. Distinct grammatical devices are introduced at the relevant points in the curriculum according to age and stage of the children. We will also ensure that we are using consistent terminology as detailed in this plan. Once introduced, grammar is continually taught and revised across a wide variety of writing units across our curriculum.

Castel Primary School	
Reception	By the end of reception the children should:
	<p>Grammar focus: Capital letters at the start of a sentence, spaces between words and full stops at the end of a sentence.</p> <p>Working towards writing sentences independently with spelling phonetically plausible.</p> <p>Learning that questions end with a question mark</p>
Year 1	By the end of year 1 the children should:
<b>Sentence</b>	<ul style="list-style-type: none"> <li>● Creating a simple sentence with words.</li> <li>● Joining words and ideas using 'and' (<b>compound sentence</b>)</li> <li>● Nouns (singular and plural - this may link to spelling focus)</li> <li>● Verbs</li> <li>● Sequencing sentences to form short narratives</li> <li>● Exploring other ways to make compound sentences (connecting two independent clauses, with a coordinating conjunction like, and, or, but.)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>● Separation of words with spaces</li> <li>● Introduction to capital letters at the start of a sentence.</li> <li>● Introduction to full stops at the end of a sentence.</li> <li>● Recap of capital letters and full stops and introduction to question marks and exclamation marks to demarcate sentences.</li> <li>● Capital letters for names and for the personal pronoun I</li> </ul>
<b>Phonics and Spelling</b>	RWI Phonics & Spelling
<b>Terminology:</b>	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Year 2	By the end of year 2 the children should:
<b>Sentence</b>	<ul style="list-style-type: none"> <li>● Recapping nouns and verbs</li> <li>● Adjectives</li> <li>● <b>Expanded noun phrases</b> (2a sentences could fit here.)</li> <li>● Using subordinating conjunctions (when, if, that, because)</li> </ul>



	<ul style="list-style-type: none"> <li>Using coordinating conjunctions (or, and, but)</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>Past and present tense</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Consolidate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>CHIPs - Use of capital letters</li> <li>Commas in a list</li> </ul>
<b>Phonics and Spelling</b>	RWI Phonics & Spelling
<b>Terminology:</b>	noun, noun phrase statement, question, exclamation, command <b>subordinating conjunction, coordinating conjunctions</b> , connective, suffix adjective, verb tense (past, present), comma
<b>Year 3</b>	<b>By the end of year 3 the children should:</b>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>Recap nouns, verbs and adjectives</li> <li>Subject verb and object in a sentence (not from NC)*</li> </ul> <p><i>*Added in as children always struggle to know where sentences end. Knowing how a simple sentence is formed may help.</i></p> <ul style="list-style-type: none"> <li>Recap expanded noun phrases</li> <li>Using and knowing the difference between time, place and causal conjunctions. (e.g. when, before, after, while, so, because).</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore].</li> <li>Using prepositions, [e.g. before, after, during, in, because of]</li> <li>Recap past and present tense</li> <li>Introduction to paragraphs as a way to group related material</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Recap use of capital letters (CHIPs)</li> <li>Recap the use of full stops, question marks and exclamation marks at the end of a sentence.</li> <li>Apostrophes for contraction and singular possession</li> <li>Recap use of commas in lists</li> <li>Use of commas in expanded noun phrases.</li> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>
<b>Phonics and Spelling</b>	<b>Spelling Shed: See Spelling progression document for more information</b> Recap & review RWI phonics
<b>Terminology:</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech, 'speech marks'
<b>Year 4</b>	<b>By the end of year 4 the children should:</b>



Sentence	<p>Recap:</p> <ul style="list-style-type: none"> <li>Using and knowing the difference between time, place and causal conjunctions. (e.g. when, before, after, while, so, because).</li> <li>Expressing time, place and cause using adverbs [for example, then, next, soon, therefore].</li> <li>Using prepositions, [e.g. before, after, during, in, because of]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Recap punctuation learnt so far</li> <li>Extra punctuation on top of inverted commas needed for speech <i>e.g. commas, new line for new speaker, punctuation inside the inverted comma</i></li> <li>Commas after fronted adverbial</li> <li>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> </ul>
Phonics and Spelling	<p><b>Spelling Shed: See Spelling progression document for more information</b></p>
Terminology:	<p>Fronted adverbial, Expanded noun phrase, Preposition, Inverted commas, speech marks, direct speech, plurals, possession</p>
Year 5	<p><b>By the end of year 5 the children should:</b></p>
Sentence	<ul style="list-style-type: none"> <li>Recap fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Relative clauses using who, which, where, when, whose, that <i>e.g. The lion, who was scary, lived at the zoo</i></li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Understanding independent clauses*</li> </ul> <p>*Not from NC, in preparations for clause work in Year 6.</p> <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Consolidate speech punctuation</li> <li>Apostrophe for plural possession</li> <li>Brackets, dashes or commas for parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
Phonics and Spelling	<p><b>Spelling Shed: See Spelling progression document for more information</b></p>
Terminology:	<p>Relative clause, parenthesis, independent clause, plural possession.</p>
Year 6	<p><b>By the end of year 6 the children should:</b></p>



<b>Sentence</b>	<ul style="list-style-type: none"><li>● Recap relative clauses</li><li>● Recap complex sentences</li><li>● Use of the passive voice and how it can affect a sentence.</li><li>● Difference between subordinate and co-ordinating clauses*</li><li>● Beginning sentences with the subordinating clause*</li></ul> <p><i>*Not from NC. Added in as it really helped the Y6 cohort vary writing and understand sentence structure. Also, Y6 needed more content.</i></p> <ul style="list-style-type: none"><li>● Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>● Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li><li>● Punctuation for parenthesis to form embedded clauses including brackets, dashes and commas to demarcate clauses.</li><li>● Punctuation of bullet points to list information</li><li>● How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li></ul>
<b>Phonics and Spelling</b>	<b>Spelling Shed: See Spelling progression document for more information</b>
<b>Terminology:</b>	Passive voice, subordinate clause, co-ordinating clause, independent clause, subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points