



## Forton Primary School

### Grammar Progression

#### Criteria for fiction and non-fiction genres

Where possible, different sentence structures should be taught. These will be developed through the Reading to Writing Sequence.

Narrative genres	
<b><u>Narrative text</u></b> First or third person Inverted commas Personification Similes Metaphors Onomatopoeia Noun phrases Different sentence openers (prepositions, adverbs, connectives, “-ing” words, adverbs, “-ed” words, similes) Synonyms Antonyms Specific nouns (proper) Semicolons to separate two sentences Colons to separate two sentences of equal weighting Informal and formal language Lists of three – adjectives and actions Indefinite pronouns Emotive language	<ol style="list-style-type: none"><li>1. <b>Adventure and mystery stories</b> – past tense</li><li>2. <b>Myths and legends</b> – past tense</li><li>3. <b>Stories with historical settings</b> – past tense</li><li>4. <b>Stories set in imaginary worlds</b> – past or future tense</li><li>5. <b>Stories with issues and dilemmas</b> – past tense</li><li>6. <b>Flashback</b> – past and present tense</li><li>7. <b>Traditional fairy story</b> – past tense</li><li>8. <b>Ghost story</b> – past tense</li></ol>



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Non-fiction genres						
<u>Explanation text</u>	<u>Recount text</u>	<u>Persuasive text</u>	<u>Report text</u>	<u>Play scripts</u>	<u>Poetry text</u>	<u>Discussion text</u>
Present tense	<b>(This includes genres such as newspaper/journalistic writing, biography, autobiography and diary)</b> Past tense Time connectives Formal language Third/first person (pronouns) Colons Proper nouns Formal language Adverbial phrases Prepositional phrases Similes	Present tense	Formal language	Exclamation sentences with exclamation marks	Personification	Present tense
Modal verbs		Past tense	language	sentences with exclamation marks	Similes	Statements
Time connectives		Future tense	First/third person	Colons	Metaphors	Rhetorical questions
Causal connectives		Modal verbs	Past/present tense	Stage directions	Abstract nouns	Causal connectives
Formal language		Imperative verbs	Causal connectives	Informal speech	Sentence openers (prepositional, adverbs, connectives, "ing" words, "-ed" words, similes)	Additional connectives
Technical vocabulary		Exemplification connectives	Summarising connectives	Brackets	Adjectives	Results connectives
Third person		Time connectives	Rhetorical questions	Hyphens	Repetition	Order-of-sequence connectives
Rhetorical questions		Formal language	Comparative and superlative adjectives	Short sentences	Antonyms	Exemplification connectives
Proper nouns		Third/first person (pronouns)	Exaggerated language		Synonyms	Comparing-and-contrasting connectives
Past tense		Colons	Repetition		Alliteration	Conditionals
Active and passive		Proper nouns	Groups of three		Onomatopoeia	Imperative verbs
Relative clauses		Formal language	First/second/third person		Prepositions	Third person
Colons		Adverbial phrases	Indefinite pronouns		Powerful verbs	Formal language
Semicolons		Prepositional phrases	Generalisation/quantifiers		Specific nouns	
Parenthesis using hyphens, commas and brackets		Similes	Emotive language		Collective nouns	
			Giving statistics		Expanded noun phrases	
			Making opinion appear as fact			
			Formal language			
			Statements			
			Conditionals			
			Similes			
			Metaphors			
			Technical language			
			Parenthesis using hyphens,			



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			commas and brackets			
<p><b><u>Non-chronological report</u></b></p> <p>Third person Formal language Passive and active sentences Proper nouns Specific nouns Move from general to specific Commas in a list Colons Bullet points Hyphens Present tense Past tense Semicolons Relative clauses Starting a sentence with the continuous/progressive tense (“-ing”) Rhetorical questions Parenthesis using hyphens, commas and brackets</p>	<p><b><u>Newspaper</u></b></p> <p>Newspaper headlines Subheadings Reported speech Dashes/hyphens Present tense Past tense Quotation using inverted commas and colons First/third person Technical language Proper nouns Specific nouns Formal language Time connectives</p>	<p><b><u>Biography</u></b></p> <p>Third person Past tense Proper nouns Abstract nouns Informal language Different types of sentence openers Time connectives Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Emotive language Quotation</p>	<p><b><u>Diary</u></b></p> <p>Informal language First person Time connectives Past tense Present tense Emotive language Proper nouns Specific nouns Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Abstract nouns Informal language Different types of sentence openers</p>	<p><b><u>Letters</u></b></p> <p><b>(What is featured in this genre depends on the genre being taught. For example, if it is to persuade then you would follow the success criteria for a persuasion text)</b></p> <p>First person Formal language Informal language Layout</p>	<p><b><u>Instructions</u></b></p> <p>Time connectives Imperative verbs Present tense Second person Technical language Adverbs to start sentences Colons Bullet points Formal language Simple sentences Commas to separate lists Modal verbs Proper nouns Parenthesis using hyphens, commas and brackets</p>	<p><b><u>Autobiography</u></b></p> <p>First person Past tense Proper nouns Abstract nouns Informal language Different types of sentence openers Time connectives Fronted adverbial phrases Relative clauses Personification Metaphors Alliteration Similes Emotive language</p>



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Year 1	
Spelling	Sentence/grammar lessons
Singular and plural ( + “-s” or “-es” )	Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>
Conjunctions ( <i>and, but, then, so</i> )	Write a simple sentence starting with a proper noun
Adjectives (non-gradable) – colour, size, age	Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>
Pronouns ( <i>I, he, she, you</i> )	Write a simple sentence, but add an adjective – <i>He has a red ball.</i>
Common nouns	Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>
Proper nouns – own names/days of the week	Write a simple sentence with a regular simple past tense verb (adding –ed) – <i>He worked in the classroom.</i>
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”	Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>
Verbs: Present tense for “to be”, “to do” and “to have” ( <i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i> )	Use capital letters at the beginning of a sentence and full stops
Connectives of sequence ( <i>first, second, last, next, then</i> )	
Determiners ( <i>the, a, my, your, an, this, that, his, her, some, all</i> )	



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<p>Simple adverbs ending in “-ly” (<i>nicely, madly</i>)</p> <p>Prefix “un-” (<i>happy – unhappy, kind – unkind, tie – untie</i>)</p> <p>Comparative and superlative adjectives where you add “-er” or “-est”</p> <p>Prepositions</p> <p>Days of the week</p> <p><b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b></p>	<p>Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (<i>I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u></i>)</p> <p>Write a question with a question mark</p> <p>Write a word/phrase or sentence with an exclamation mark</p> <p>Capital letters – “I”, proper nouns, days of the week</p> <p>Changing general nouns to specific nouns, eg, “car” to “Ferrari”</p> <p>How to use prepositions in a sentence</p> <p>Alliteration</p> <p>Similes</p> <p>Write a sentence using “and”</p>
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