



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						
<u>Narrative text</u> 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"> 1. Adventure and mystery stories – past tense 2. Myths and legends – past tense 3. Stories with historical settings – past tense 4. Stories set in imaginary worlds – past or future tense 5. Stories with issues and dilemmas – past tense 6. Flashback – past and present tense 7. Traditional fairy story – past tense 8. Ghost story – past tense 			
Non-fiction genres						
<u>Explanation text</u> Present tense Modal verbs Time connectives	<u>Recount text</u> (This includes genres such as newspaper/journalistic)	<u>Persuasive text</u> Present tense Past tense Future tense	<u>Report text</u> Formal language	<u>Play scripts</u> Exclamation sentences with	<u>Poetry text</u> Personification Similes Metaphors	<u>Discussion text</u> Present tense Statements



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<p>Causal connectives Formal language Technical vocabulary Third person Rhetorical questions Proper nouns Past tense Active and passive Relative clauses Colons Semicolons Parenthesis using hyphens, commas and brackets</p>	<p>writing, biography, autobiography and diary) Past tense Time connectives Formal language Third/first person (pronouns) Colons Proper nouns Formal language Adverbial phrases Prepositional phrases Similes</p>	<p>Modal verbs Imperative verbs Causal connectives Exemplification connectives Summarising connectives Rhetorical questions Comparative and superlative adjectives Exaggerated language Repetition Groups of three First/second/third person Indefinite pronouns Generalisation/quantifiers Emotive language Giving statistics Making opinion appear as fact Formal language Statements Conditionals</p>	<p>First/third person Past/present tense Causal connectives Time connectives Addition-of-ideas connectives Exemplification connectives Comparing-and-contrasting connectives Future tense (when offering suggestions) Similes Metaphors Technical language Parenthesis using hyphens, commas and brackets</p>	<p>exclamation marks Colons Stage directions Informal speech Brackets Hyphens Short sentences</p>	<p>Abstract nouns Sentence openers (prepositional, adverbs, connectives, "ing" words, "ed" words, similes) Adjectives Repetition Antonyms Synonyms Alliteration Onomatopoeia Prepositions Powerful verbs Specific nouns Collective nouns Expanded noun phrases</p>	<p>Rhetorical questions Causal connectives Additional connectives Results connectives Order-of-sequence connectives Exemplification connectives Comparing-and-contrasting connectives Conditionals Imperative verbs Third person Formal language</p>
<p><u>Non-chronological report</u> Third person</p>	<p><u>Newspaper</u> Newspaper headlines</p>	<p><u>Biography</u> Third person</p>	<p><u>Diary</u></p>	<p><u>Letters</u></p>	<p><u>Instructions</u></p>	<p><u>Autobiography</u> First person</p>



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<p>Formal language</p> <p>Passive and active sentences</p> <p>Proper nouns</p> <p>Specific nouns</p> <p>Move from general to specific</p> <p>Commas in a list</p> <p>Colons</p> <p>Bullet points</p> <p>Hyphens</p> <p>Present tense</p> <p>Past tense</p> <p>Semicolons</p> <p>Relative clauses</p> <p>Starting a sentence with the continuous/progressive tense (“-ing”)</p> <p>Rhetorical questions</p> <p>Parenthesis using hyphens, commas and brackets</p>	<p>Subheadings</p> <p>Reported speech</p> <p>Dashes/hyphens</p> <p>Present tense</p> <p>Past tense</p> <p>Quotation using inverted commas and colons</p> <p>First/third person</p> <p>Technical language</p> <p>Proper nouns</p> <p>Specific nouns</p> <p>Formal language</p> <p>Time connectives</p>	<p>Past tense</p> <p>Proper nouns</p> <p>Abstract nouns</p> <p>Informal language</p> <p>Different types of sentence openers</p> <p>Time connectives</p> <p>Fronted adverbial phrases</p> <p>Relative clauses</p> <p>Personification</p> <p>Metaphors</p> <p>Alliteration</p> <p>Similes</p> <p>Emotive language</p> <p>Quotation</p>	<p>Informal language</p> <p>First person</p> <p>Time connectives</p> <p>Past tense</p> <p>Present tense</p> <p>Emotive language</p> <p>Proper nouns</p> <p>Specific nouns</p> <p>Fronted adverbial phrases</p> <p>Relative clauses</p> <p>Personification</p> <p>Metaphors</p> <p>Alliteration</p> <p>Similes</p> <p>Abstract nouns</p> <p>Informal language</p> <p>Different types of sentence openers</p>	<p>(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)</p> <p>First person</p> <p>Formal language</p> <p>Informal language</p> <p>Layout</p>	<p>Time connectives</p> <p>Imperative verbs</p> <p>Present tense</p> <p>Second person</p> <p>Technical language</p> <p>Adverbs to start sentences</p> <p>Colons</p> <p>Bullet points</p> <p>Formal language</p> <p>Simple sentences</p> <p>Commas to separate lists</p> <p>Modal verbs</p> <p>Proper nouns</p> <p>Parenthesis using hyphens, commas and brackets</p>	<p>Past tense</p> <p>Proper nouns</p> <p>Abstract nouns</p> <p>Informal language</p> <p>Different types of sentence openers</p> <p>Time connectives</p> <p>Fronted adverbial phrases</p> <p>Relative clauses</p> <p>Personification</p> <p>Metaphors</p> <p>Alliteration</p> <p>Similes</p> <p>Emotive language</p>
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Year 2					
Grammar coverage					
Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i>
Compound nouns: noun + noun <i>(football)</i> adjective + noun <i>(whiteboard)</i>	Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal connectives: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>
Suffixes –	Subordinate conjunctions to	Write a sentence that ends	Using commas to separate lists:	Use first, second and third person with	Using determiners/generalisers:



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<p>formation of adjectives by adding “-ful”:</p> <p><i>care – careful</i></p>	<p>create a complex sentence:</p> <p><i>when</i></p> <p><i>if</i></p> <p><i>that</i></p> <p><i>because</i></p>	<p>with an exclamation mark</p>	<p><i>He had a bag, ball and carpet.</i></p>	<p>subject-verb agreement</p>	<p><i>most</i></p> <p><i>some</i></p> <p><i>all</i></p> <p><i>many</i></p> <p><i>much</i></p> <p><i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”:</p> <p><i>help – helpless</i></p>	<p>Write expanded noun phrases:</p> <p>determiner + adjective + noun <i>(the red balloon)</i></p> <p>determiner + noun + prepositional phrase <i>(the cat in the basket)</i></p>	<p>Use simple present tense, showing subject-verb agreement:</p> <p>Infinitive (add “s” to the third person)</p> <p><i>I like</i></p> <p><i>he/she likes</i></p> <p><i>we like</i></p> <p><i>they like</i></p> <p><i>you like</i></p>	<p>Apostrophes of omission:</p> <p><i>he didn’t</i></p> <p><i>he couldn’t</i></p>	<p>Onomatopoeia</p>	



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<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	
Spelling			Sentence/ grammar lessons		



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Suffixes

Adding “-less”

Adding “-ful”

Adding “-ness” and “-er” to make a noun

Doubling the final letter for an adjective and adding “-er” and “-est”

Compound nouns

Noun + noun = compound noun

Adjective + noun = compound noun

Adding “-ly”

Making an adjective into an adverb

Conjunctions

or, and, but, when, because, if, that

Prepositions

behind, above, along, before, between, after

Generalisers/determiners

most, much, more, many, some, all

To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence

To identify imperative verbs and use these in a command – *Give me that pen.*

Subject-verb agreement of the simple present (*I like, she likes*), adding a “-s” to the third person

To learn how and when to use the present continuous – *I am sitting on the carpet.*

To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared:

– *The building was big, but the Houses of Parliament were bigger.*

– *Tom was the tallest boy in his class.*

Write a statement of fact with a capital letter and full stop

Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark

Write a short sentence with an exclamation mark

Poems using alliteration to describe either a picture or a painting.

Inverted commas: put the spoken word into inverted commas and start with a capital letter.

Expanding noun phrases to include an adjective and a prepositional phrase. – *The red ball under the table*



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Verbs

“-ed” and “-ing” verbs

Imperative verbs, such as: *take, give, cut*

Time connectives

next, last, later

Pronouns

I, he, she, we, they, it, you

Questions

what, where, when, who, how

It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.

Onomatopoeia: use pictures to create words and add an exclamation mark. – *Ouch!*

Prepositional phrases – *under the carpet..., above the whiteboard...*

Time connectives – *next, last, later*

Developing similes using the word “like”

Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb

Commas to separate lists

Alliteration: verb + noun – *dancing dolphins*

Apostrophes of omission

Write two simple sentences and join them together with “and”, “but” or “or”

Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – *I bought a new car because my old one broke down.*



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