



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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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	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	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	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	exclamation marks Colons Stage directions Informal speech Brackets Hyphens Short sentences	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	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
<u>Non-chronological report</u> Third person	<u>Newspaper</u> Newspaper headlines Subheadings	<u>Biography</u> Third person Past tense	<u>Diary</u> Informal language	<u>Letters</u> (What is featured in this	<u>Instructions</u> Time connectives	<u>Autobiography</u> First person



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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>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>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>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>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>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 3					
Grammar coverage					
<p>Formation of nouns using prefixes:</p> <p style="text-align: center;"><i>auto-</i></p> <p style="text-align: center;"><i>anti-</i></p> <p style="text-align: center;"><i>super-</i></p> <p style="text-align: center;"><i>under-</i></p>	<p>Expressing time, place and cause, using</p> <p>prepositions: <i>before, after, during, in, because of</i></p>	<p>Exaggerated language:</p> <p style="text-align: center;"><i>unbelievable, glorious, etc.</i></p>	<p>To make the plural for nouns ending in “-ch”,</p> <p>“-sh”, “s”, “z” or “x” by adding “-es”</p>	<p>Pronouns –</p> <p>To know the difference between the subject and object with the personal pronoun</p>	<p>Pronouns –</p> <p>Possessive adjectives</p> <p style="text-align: center;"><i>my, your, his, hers, its, ours, theirs</i></p>
<p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>	<p>Verbs –</p> <p>Present perfect:</p> <p>“has/have” + past participle</p> <p style="text-align: center;"><i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail:</p> <p><i>Siamese cats are a variety that can live to a great age.</i></p> <p><i>The species has many unusual features for a feline.</i></p>	<p>To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just</p>	<p>Quantifiers:</p> <p style="text-align: center;"><i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p>	<p>Verbs –</p> <p>Use irregular simple past-tense verbs</p> <p style="text-align: center;"><i>awake – awoke</i></p> <p style="text-align: center;"><i>blow – blew</i></p>



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			add "s" to make the plural: <i>chief – chiefs</i>		
<p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs</p>	<p>Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p>Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet</i></p>	<p>The difference between a phrase and a clause</p>	<p>Verbs – Past perfect: "had" + past participle</p>
<p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p>	<p>Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></p>	<p>Complex sentences using subordinate conjunctions: <i>until</i> <i>although</i></p>	<p>Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i></p>	<p>Homophones and their meanings: <i>bear – bare</i> <i>pear – pair</i></p>



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			<i>even if</i>		
Expressing time, place and cause using adverbs: <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		
Spelling			Sentence/ grammar lessons		
<p>Word families</p> <p>Prefixes – <i>auto-, anti-, super-, under-</i></p> <p>Conjunctions – <i>when, before, after, while, so, because</i></p> <p>Adverbs – <i>then, next, soon</i></p> <p>Synonyms for verbs to create more powerful vocabulary</p> <p>Prepositions – <i>next, though, during, throughout</i></p> <p>Homophones</p> <p>Quantifiers</p> <p>Plurals ending in “f” and “-fe”</p> <p>Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”</p>			<p>Inverted commas</p> <p>Verbs – present perfect and past perfect</p> <p>Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)</p> <p>Pattern of three and exaggerated language for persuasion</p> <p>Complex sentences using: <i>until, although, even if</i>. The conjunction is found in the middle of the sentence.</p> <p>Compound sentences using: <i>and, but, for, yet, nor, so, or</i></p> <p>Difference between clause and phrase</p> <p>Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)</p> <p>Personal pronouns (subject and object) and where to use them in the sentence</p>		



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Irregular past-tense verbs

Possessive adjectives

Exaggerated language

Adverbs ending in “-ly”

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

Specific and technical vocabulary

Knowing when to use “a” and “an”

Identify all the word classes of a simple sentence

Identify the subject of the sentence

Inverted commas



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