



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	<u>Biography</u> Third person	<u>Diary</u>	<u>Letters</u>	<u>Instructions</u>	<u>Autobiography</u> First person



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<p>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>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>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>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>(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) First person Formal language Informal language Layout</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>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 4				
Grammar coverage				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs ours, hers, his, its</i>	Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i>	Starting a sentence with “-ing” , using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	Drop-in clause with an “- ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: <i>Changing The teacher to The strict English</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in “y”: change the “y” to an “i” and add “-es”	Comparative and superlative adjectives:	A sentence that gives three actions:



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<i>teacher with the grey beard</i>		<i>carry – carries</i>	Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i>	<i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed	Verbs – Past perfect continuous: “had” + past participle + “-ing”	Know the difference between a preposition and an adverb	Capital letters for proper nouns : names, places, days of the week, months, titles and languages	Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”
Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in “-ed”: <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i>			.	



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<p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>			
Spelling	Sentence/ grammar lessons		
<p>Plural nouns of words ending in “o</p> <p>Specific determiners</p> <p>Synonyms for verbs</p> <p>Progressive/continuous verbs</p> <p>Modal verbs</p> <p>Proper nouns – names of people, places, titles, languages, months and days</p> <p>Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-”</p> <p>Adjectives ending in “-ed”</p> <p>Verbs ending in “y”: change “y” to “i” and add “-es”</p> <p>Noun plurals ending in “y”: change “y” to “i” and add “-es”</p> <p>Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i></p>	<p>Possessive apostrophe for singular and regular plurals</p> <p>Informal and formal language</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Inverted commas</p> <p>Use of pronouns for cohesion and to avoid repetition</p> <p>How to use specific determiners</p> <p>Past perfect continuous tense</p> <p>Change verbs in a sentence to give greater effect</p> <p>Starting a sentence with an “-ing” verb</p> <p>Write a drop-in clause with an “-ing” verb</p> <p>Modal verbs</p> <p>Know the difference between a preposition and an adverb</p> <p>Compound sentences</p> <p>Start a sentence with a preposition and a comma</p> <p>Repetition to persuade</p> <p>Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction</p> <p>How to use possessive pronouns</p>		



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Prepositions

Compound nouns using hyphens

Specific determiners

Possessive pronouns

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



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