



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 | | | | | | |
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| <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 |



Forton Primary School

Grammar Progression

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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</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 5 | | | | | |
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| Grammar coverage | | | | | |
| <p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p> | <p>Brackets for parenthesis</p> | <p>Developing technical language</p> | <p>Editing sentences by either expanding or reducing for meaning and effect</p> | <p>Moving parts of sentences around to create different effects</p> | <p>Metaphors</p> |
| <p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p> | <p>Dashes for parenthesis</p> | <p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p> | <p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p> | <p>Future tense verbs</p> | <p>Rhetorical questions</p> |
| <p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p> | <p>Commas for parenthesis</p> | <p>Connectives to build cohesions: - Exemplification - Results</p> | <p>Indefinite pronouns: <i>somebody, something,</i></p> | <p>Onomatopoeia</p> | <p>Personification</p> |



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Grammar Progression

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| | | <ul style="list-style-type: none"> - To summarise - To sequence | <i>someone, nobody, nothing, no-one, everything, anything, nothing</i> | | |
| Indicating degrees of possibility using adverbs: <i>perhaps, surely</i> | Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i> | Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i> | Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>) | Colons for play scripts and to start a list | Secure use of compound sentences |
| Embellishing simple sentences | Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun | Developing fronted prepositional phrases for grater effect: <i>Throughout the stormy winter...</i> | Speech in inverted commas | | |



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| | | <i>Far beneath the frozen soil...</i> | | | |
|---|--|---|---|--|--|
| Spelling | | | Sentence/ grammar Lessons | | |
| Suffixes “-ate”, “-ise”, “-ify” Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-” Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with “-ed” Relative pronouns Indefinite pronouns Technical language It must be noted that these spellings are in addition to the spellings advised by the 2014 National Curriculum. | | | Modal verbs of possibility and obligation Embellishing simple sentences Brackets for parenthesis Commas for parenthesis Dashes/hyphens for parenthesis Expanding phrases starting with an adjective and ending in “-ed” <i>– Frightened and confused, Tom...</i> Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning Relative clauses to add detail Colons Compound sentences Complex sentences starting with a subordinate clause and separating the subordinate clause Onomatopoeia Metaphors Personification Rhetorical questions Future tenses Moving words, phrases and clauses in a sentence to create different effects Editing sentences to either minimise or expand | | |



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| | How to use indefinite pronouns |
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