



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</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 6					
Grammar coverage					
<p>Informal and formal speech:</p> <p><i>find out / discover</i></p> <p><i>ask for / request</i></p> <p><i>go in / enter</i></p> <p>Using question tags for informality: <i>He's in your class, isn't he?</i></p> <p>Use the subjunctive for formal writing: <i>If I <u>were</u> you...</i></p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p>Dashes to mark the boundary between clauses:</p> <p><i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>



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<p>Synonyms:</p> <p>Realising that when you find a synonym, the word means something slightly different, eg, “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”.</p>	<p>Connectives to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification <ul style="list-style-type: none"> - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity:</p> <p><i>man eating shark</i></p> <p style="text-align: center;">or</p> <p><i>man-eating shark</i></p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms:</p> <p>using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses:</p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Rhetorical questions</p>	<p>Relative clauses</p>



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	<i>It's sunny: I'm going out to play.</i>				
The difference between passive and active sentence and when to use the passive	<p>Semicolons</p> <p>to mark the boundary between clauses:</p> <p><i>It's raining; I'm fed up</i></p>	<p>Antonyms</p> <p>to create different effects in sentences</p>	Fronted adverbials	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i></p> <p>A whole sentence can be a noun phrase</p>	Determiners and generalisers
Imperative verb					

Spelling	Sentence/ grammar lessons
Antonyms Synonyms Informal and formal language Conjunctions Connectives Relative pronouns Possessive pronouns Hyphens for compound nouns Collective nouns Modal verbs Abstract nouns Imperative verbs	Fronted adverbials Expanded noun phrases Determiners and generalisers Imperatives Semicolons Colons Bullet points Dashes Passive and active sentences Informal and formal language Rhetorical questions Personification



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

Metaphors
Alliteration
Similes
Compound sentences
Complex sentences
Combining complex and compound clauses
Relative clauses to create complex sentences
Pronouns – relative and possessive
Ellipses
Relative clauses
Subject and object of the sentence
Layout devices (could also be used in guided reading)
Past tense
Present tense
Future tense
Auxiliary verbs
Modal verbs
Embellishing simple sentences
Repetition for effect
Inverted commas



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