



Writing Progression Map- Grammar and Punctuation

Focus	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sentence Structure	Begins to break the flow of speech into words.	<p>Understand how words can combine to make sentences.</p> <p>To join simple sentences using 'and'.</p>	<p>Use subordinating conjunctions (<i>when, if, that and because</i>) and co-ordinating conjunctions (<i>or, and and but</i>)</p> <p>Use expanded noun phrases for description and specification (e.g. the blue butterfly)</p> <p>Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or a command.</p>	<p>Express time, place and cause using conjunctions (<i>when, so, before, after, while, because</i>), adverbs (<i>then, next, soon, therefore</i>) or prepositions (<i>before, after, during, in, because</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with the curly hair)</p> <p>Use fronted adverbials (e.g. <u>Later that day</u>, I heard bad news)</p>	<p>Use relative clauses beginning with <i>who, which, where, why, whose, that or an omitted relative pronoun.</i></p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as <i>I were</i> or <i>Were they to come</i> in some very</p>



							formal writing or speech)
Text Structure	Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.	Sequencing sentences to form short narratives.	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress, e.g. <i>she is working, he is writing, the sun is rising.</i></p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play instead of He went out to play).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast</i>) and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, tables to structure text.</p>



Punctuation	Begin to write own name starting with a capital letter.	<p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun 'I'.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling.</p>	Introduction to inverted commas to punctuate direct speech.	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark singular and plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
Terminology	sound, special friends, Fred talk	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, question, exclamation,	word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause,	determiner pronoun, possessive pronoun, adverbial	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity	active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym



			command, compound	subordinate clause			
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