

Updated: 12.1.23

Grammar skills of text type	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount: Examples include: diaries, biography, autobiography, personal stories, experiments, newspaper stories	<ul style="list-style-type: none"> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Brief introduction/conclusion Past tense Main ideas organised in groups/Chronological order Connectives used that signal time Simple adverbs: quickly, slowly, Noun phrases: E.g. large tiger Connectives/conjunctions: when, if, but, because, or, and Useful vocabulary: afterwards, when, after that, suddenly, just then, next, much later etc. 	<ul style="list-style-type: none"> Clear introduction Key events arranged and ordered A closing statement or thought Some complex sentences starting: if, as etc Adverbials of time: when, later, meanwhile, as, in the end Connectives/conjunctions express time or cause: when, so before, after, while Sentence starters: Last week, During, Soon, Meanwhile, to begin with, I was pleased that, I didn't expect that, It was difficult to, I felt that, I was devastated when 	<ul style="list-style-type: none"> Clear introduction/conclusion Sentence/paragraph links Use of pronouns and understanding of use of first-person narration in diary Paragraphs organised around key events Variation in sentence structure Sentences build from general idea to specific Emotive language taught Range of adverbs and adjectives taught Sentence starters: Later on, before long, At that very moment, In the blink of an eye, In a flash, as I was, At precisely that moment, When all was quiet, I was gripped by, I was overwhelmed by.... 	<ul style="list-style-type: none"> Develop introduction and conclusion Description of events are detailed and engaging Information is organised chronologically with clear signals of time, place and personal response, although flashback could be used to engage reader Writer's perspective clear Active and passive voice deliberately used Wide range of subordinate connectives/conjunctions: whilst, until, despite Varied sentence length for effect Modal verbs used Sentence starters such as: as it happened, as a result, consequently, subsequently, unlike everyone else..., in a flash, presently, meanwhile, in 	<ul style="list-style-type: none"> Information is prioritised according to importance Informal/formal language and vocabulary differences Use of first-person narration in diaries Expanded noun phrases conveys complicated information concisely Adverbials used to link ideas across the text Use of modal verbs

					conclusion, overall, I felt... used.	
Non- chronological report Examples include: Tourist leaflet, Information poster, T.V News report about a specific subject e.g. Bullying in schools, website information page, non-fiction book,	<ul style="list-style-type: none"> Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest...Dinosaurs were 	<ul style="list-style-type: none"> Brief introduction/conclusion Written in appropriate tense Main ideas organised in groups Some modal verbs used: would, could, should Simple adverbs used: Quickly, slowly Simple noun phrases: Large Lion Progressive form of verbs used in the past or present tense: Adding 'es', 'ed', and 'ing'. Add 'er' and 'est' to create adjectives where no change is needed to the root word Use of subordinating conjunctions: when, if, because and coordinating conjunctions; or, and, but Useful vocabulary: They like to, they can, it can, like many animals, there are two sorts of, 	<ul style="list-style-type: none"> Clear introduction Paragraphs organised around a clear topic sentence Sub- headings used Some complex sentences used Tense consistent Adverbials of time and cause: Then, next, soon Sentence starters: The following report will, Sometimes, often it has been said that, most musicians are. 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between key ideas Who, what, where, when, why- clear to reader Paragraphs organised into clear ideas Newspaper layout taught Bold eye-catching headline Alliteration taught and used in headlines Varied sentence structure: While Police interviewed...; As Police arrived.... Embedded clauses: Mrs Holt, who was very angry said: The Tiger, that was pacing the cage, suddenly... Sentence starters include: Within minutes; It can be confirmed that; She claimed that; He informed; Police informed that; 	<ul style="list-style-type: none"> Retrieve, record and present information Use layout features of report Formal and Technical language used Categories/sub headings Generalised sentences are used to categorise and sort information for the reader Purpose of report - to inform- clear to reader Active/passive voice used Varied subordinate connectives/conjunctions Modal verbs used Use adverbials Sentence starters such as: The purpose of this report is to; The information presented here will; Some experts believe that; This article is designed to; Many specialists consider; Firstly, I will; this report will 	<ul style="list-style-type: none"> Verb forms are controlled/precise Modifiers used Sentence length varied according to purpose fronted adverbials to clarify Use of layout devices in non- chronological writing- headings, sub-headings, columns, bullet points, tables etc. Use of semicolon, colon and dash to mark the boundary between independent clauses Precise information using note taking techniques Sentence starters: They are rarely; they are never; generally; I will attempt to; This report will; Frequently; it has been stated that; Over the years; It has been argued that; In Spite of; It is fascinating that; Although many people say; Conversely, it is true that; When I hear; Sadly, the consequence of World war Two was;

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		they live in, they have...but have		<p>Following this incident;</p> <ul style="list-style-type: none"> Nouns/pronouns used for clarity and cohesion Standard verb form used Prepositional phrases used Inverted commas used correctly Punctuation for direct and indirect speech accurate/ Punctuation to indicate direct speech e.g. a comma after the reporting clause 	enable you to understand; Unlike; despite; Although; Like many, used.	
<p>Chronological report Examples include: Newspapers, Biographies and autobiographies, sports reports, match reports, weather reports.</p>	<ul style="list-style-type: none"> Ideas grouped around a simple topic Adverbials of time beginning to be used: next, then, later, soon 	<ul style="list-style-type: none"> Ideas grouped around a topic Wider range of adverbials of time used: next, then, later, soon, meanwhile, when, at last, last year, last night, years before, Topic sentences beginning to be used 	<ul style="list-style-type: none"> Clear introduction Paragraphs organised around a clear topic sentence Time connectives to show chronological order. Adverbials of time and cause: Then, next, soon Sentence starters: The following report will, Sometimes, often it has been said that, most musicians are. 	<ul style="list-style-type: none"> Clear introduction giving all main details and 5ws (who, what, where, when and why) Paragraphs organised around a clear topic sentence Time connectives to show chronological order. Adverbials of time and cause: Then, next, soon Sentence starters: Last night, Investigations continue as, the following report will, 	<ul style="list-style-type: none"> A headline that uses rhyme or alliteration A subtitle that gives more information Introductory paragraph containing the 5ws (who, what, where, when and why) Written in third person and past tense Direct and reported speech Formal language Concluding paragraph 	<ul style="list-style-type: none"> A headline that uses a pun, rhyme or alliteration A subtitle that gives detailed information Introductory paragraph containing the 5ws (who, what, where, when and why) Use of parenthetic phrases e.g. James Blake, aged 23 from Rochester, said: Written in third person and past tense Direct and reported speech accurately punctuated

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				Sometimes, often it has been said that, most musicians are.		<ul style="list-style-type: none"> • Use of colon and speech marks to introduce eye-witness accounts • Formal language • Rhetorical questions • Concluding paragraph • Sub headings may be used e.g. In a Biography: The Early Years, School Life, Career etc.
Narrative Examples: Adventure stories, mystery stories, historic stories, short stories, Myths, Legends, Fables, fairy tales, plays and scripts, personal essays.	<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Sentences using simple pronouns and connectives • Noun What a noun is? • Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed' • Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. • Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... 	<ul style="list-style-type: none"> • Sentences ordered chronologically using time related words E.g. Finally, In a moment, At last, In a while etc. • Divisions in narrative may be marked by sections/paragraphs • Connections between sentences indicate extra information. E.g. they got bored, as they were waiting • Simple connectives used: but, then, so, when, to link clauses • Use full stops, question marks, exclamation marks and capital letters correctly. • Introduce commas to separate lists and 	<ul style="list-style-type: none"> • Time and place are referred to in order to guide the reader: In the morning, the next day, Later, when all was quiet.. • Organised into paragraphs around plot • Characters and setting are described well • Cohesion is shown through characters: Jack, his mother, her friend, • Past tense typically used and consistent • Specific verbs chosen: rushed, shoved, pushed • Dialogue is realistic and conversational-chatty-when required: well, I suppose 	<ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials (use comma after a fronted adverbial) • Variation in sentence structure: while, although, until • Link between opening and resolution • Paragraph links • Paragraphs organised used story mountain: opening, build up, climax, resolution • Use of relative/embedded clauses • Use adverbs: suspiciously, anxiously etc • Tense changes appropriate • Ambitious vocabulary used 	<ul style="list-style-type: none"> • Consider audience and purpose of writing, and the effect of language choices on creating setting, mood and atmosphere • Conventions of story writing/description-use of flashback and use of figurative language • Use of modal verbs to hook in reader e.g. If the dog escaped then..... and, He might manage to jump if he..... • Opening and resolution used to shape the story • Paragraph links e.g. repetition of phrase from end of one paragraph to opening of the next 	<ul style="list-style-type: none"> • Describe setting and atmosphere integrating dialogue to advance action or character and create intrigue using red herrings or dropping clues to the reader • Deliberate ambiguity is set up leaving the reader with questions • Viewpoint is controlled • Modifiers used to qualify or intensify • Sentence length varied to create fear, mystery or intrigue • Fronted adverbials used to clarify writer's position • Figurative/ambitious language used throughout • Complex noun phrases employed for effect

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	<ul style="list-style-type: none"> Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> apostrophes for contractions Useful vocabulary: At that moment, after that, by the next morning, in the end, one day, as soon, soon as, later, while, Adverb: slowly, carefully, nervously, excitedly, lazily, angrily, etc 	<ul style="list-style-type: none"> Inverted commas and speech punctuation introduced Possessive apostrophes for plural nouns Year 3 ambitious vocabulary used-see spelling lists Form nouns using prefixes Present perfect form of verb used: have =past participle: They have lived there for, my last birthday was the worst day I have ever had, Connectives are varied: also, however, therefore, after the, just then, immediately, as soon as, just as Adverbs are varied; next, when, while, soon 	<ul style="list-style-type: none"> Range of connectives: In the end, much later on, in due course, as time flew by, eventually etc. Pronouns used for clarity Wide range of adjectives used 	<ul style="list-style-type: none"> Embedded subordinate clauses used Structural features of narrative are included. E.g. repetition for effect 	<ul style="list-style-type: none"> Prepositional phrases taught and used for effect Wide range of punctuation- brackets, dashes, colons, semi-colons, hyphens, parenthetical commas used throughout. Synonyms and antonyms Figurative language choices and the effect- similes, metaphor, personification, alliteration, sibilance, rhyme, rhythm, sonnet pattern and form, imagery and analogy Use of ellipsis
Poetry Examples: sonnets, narrative poems, haiku, nursery rhymes, riddles, ballads, epic poems, free verse poems, song lyrics	<ul style="list-style-type: none"> Introduction to riddles and nursery rhymes Oral rehearsal Adjectives verbs 	<ul style="list-style-type: none"> Rich vocabulary: powerful nouns, Verbs, Adjectives, Invented words and unusual word combinations. 	<ul style="list-style-type: none"> Use of rhyme Use of rhythm/metre Expanded noun phrases Adverbs Adjectives Metaphors/similes (more able children) 	<ul style="list-style-type: none"> Rhyme Rhythm Alliteration Simile and metaphor Onomatopoeia Other figurative features/imagery (more able children) 	<ul style="list-style-type: none"> Introduce wider range of figurative language: metaphor, simile, (personification for higher learners) Explicit teaching of sound e.g. 	<ul style="list-style-type: none"> Revise figurative language: metaphor, simile, alliteration (personification for higher learners) Use refrain Develop further use of metre/ rhyme scheme a, b, c,

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					alliteration, assonance <ul style="list-style-type: none"> • Use refrain • Introduce rhyme scheme/ metre a, b, c, • Discuss rhythm and the effect • Use of assonance, repetition 	<ul style="list-style-type: none"> • Discuss rhythm and the effect • Use of assonance, repetition, discuss effects in detail
Persuasive writing Examples include: movie trailers, book reviews, speeches, brochures, travel posters, adverts.	<ul style="list-style-type: none"> • Ideas are grouped together for similarity. • Writes in first person. • Simple connectives are used to construct • Simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> • Ideas are grouped together and developed using examples • First person narration used • Wider range of connectives and conjunctions used: because, so that, as well as. 	<ul style="list-style-type: none"> • Introduction with clear topic sentence • Information organised in theme, developed using examples. • Wider range of connectives used: therefore, so that, as a result • Topic sentences used throughout • Conclusion summarises main points of argument 	<ul style="list-style-type: none"> • Clear introduction and conclusion with topic sentence • Paragraphs organised around key ideas and developed with evidence. • Sub headings may be used to create clear points • Topic sentences clear • Embedded/relative clauses e.g. Wild, who has been living alone in the forest for many years, is .. • Adverbs to show how often: additionally, rarely, frequently-used to persuade • Rhetorical questions used: How can a child survive like this? Is it really fair 	<ul style="list-style-type: none"> • Develop introduction and conclusion in argument • Paragraphs developed with prioritised information • Clear viewpoint • Rhetorical questions: How can it be right that.... • Emotive language used throughout • Active/passive voice used • Wide range of subordinate connectives used • Complex sentences taught e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. • Persuasive statements used to 	<ul style="list-style-type: none"> • Use of subjunctive in formal writing e.g. If I were.... • Cohesion across paragraphs through use of repetition of a word/phrase, adverbials e.g. on the other hand, grammatical connections • Emotive language is clearly used to impact on the reader • Information is prioritised according to the writer's point of view • Verb forms are controlled and precise • Modifiers used to intensify or qualify: There is insignificant data to conclude that smacking is.. • Sentence length and type varied

				<p>to take her from her home?</p> <ul style="list-style-type: none"> • Apostrophes of possession • Dramatic language/ exaggeration to persuade • Sentence starters: I believe that; It seems to me that; It is clear that; Is it any wonder that; Furthermore; As I see it; I implore you to consider; Inevitably; Finally; In conclusion; The evidence presented suggests that; Have you ever thought that... 	<p>change the reader's opinion</p> <ul style="list-style-type: none"> • Sentence starters such as: It strikes me that; There is no doubt that; I am convinced that; It appears; In my opinion; Surely only a fool would consider; In addition; furthermore, moreover; My evidence to support this is; On balance; Just think how; Now you can...used. 	<ul style="list-style-type: none"> • fronted adverbials used to clarify writer's position e.g. as a consequence of these actions, I feel... • Complex noun phrases used to add detail: The phenomenal number of children suffering because of ... • Prepositional phrases used e.g. In the vent of a blackout.... • Sentence starters: It appears that; There can be no doubt that; It is critical; Fundamentally; How can anyone believe this to be true when; I would draw your attention to; referring to; On the basis of the evidence; take a moment to consider; Isn't it time that; as everyone knows.
<p>Instructional writing/procedure/ explanation</p> <p>Recipes, making models, how to weave, how to ... Board games etc.</p>	<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Written in the imperative e.g. sift the flour. • Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Wider range of imperatives used • Steps or phases in the process are explained logically (when, because) • Use of temporal connectives, e.g. 	<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Wider range of imperatives used • Steps or phases in the process are explained logically with more specific detail (when the nights get longer, 	<ul style="list-style-type: none"> • Use of bullet points • Time conjunctions • Imperatives • Sentences include precautionary advice: Be careful not to. • Friendly tips or suggestions are included 	<ul style="list-style-type: none"> • Instructions may include negative commands. (Do not use any glue at this stage.) • Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates...) or suggested 	<ul style="list-style-type: none"> • Decide how formal or informal the text will be. (Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Present the text clearly. Think about using bullet points, numbers or letters to

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	<ul style="list-style-type: none"> Imperative verbs start sentences e.g. spread, slice, cut 	<ul style="list-style-type: none"> first, then, after that, finally. Use of causal connectives, e.g. so, because of this. 	<ul style="list-style-type: none"> because the temperature begins to drop.) Use of fronted adverbials of time: next, after that, once, meanwhile. 	<ul style="list-style-type: none"> Variation in sentences: Once the fruit has... Nouns and pronouns taught for clarity and cohesion Further use of fronted adverbials of time: Next, Meanwhile, After and use of comma. Sentence starters: Continue by, carry on until, when you have done this then, try not to, Avoid... 	<ul style="list-style-type: none"> alternatives (If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers). Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) 	<ul style="list-style-type: none"> help the reader keep track Keep sentences as short and simple as possible. Explain technical words where necessary Appeal directly to the reader's interest and enthusiasm. (You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.) ß Include a final evaluative statement to wrap up the process. (Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.) Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader
Formal/informal letter Examples: letters from Lady Macbeth, letters from Arthur in role, letters of complaint, letters to inform, letters to	<ul style="list-style-type: none"> Ideas grouped in sentences in time sequence Sentences using simple pronouns and connectives 	<ul style="list-style-type: none"> Brief introduction /conclusion Use of past tense Main ideas organised in groups Use time related words: E.g. yesterday, 	<ul style="list-style-type: none"> Clear introduction Clear points about the issue are ordered Organised into paragraphs by time or place or issue Topic sentences are clear 	<ul style="list-style-type: none"> Clear introduction/conclusion Links between ideas in the letter Paragraphs organised into key ideas 	<ul style="list-style-type: none"> Develop introduction and conclusion of letter Clear opening paragraph with priority information Clear purpose of letter 	<ul style="list-style-type: none"> Reader's questions considered and letter constructed to answer them Writer understands impact and considers response

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describe e.g. holidays		<p>today, when, afterwards,</p> <ul style="list-style-type: none"> Some modal verbs used: E.g. should, would, could Expanded noun phrases for description: red shoes Form nouns using suffixes and compounding Add 'es' to nouns Progressive form of verbs used: E.g. Adding 'es', 'ed', and 'ing' Useful Vocabulary: Dear Mr/Mrs, Dear Sir/ Madam, When, But, So, Later, afterwards, after that, Eventually, I would like to, we felt that, Yours sincerely, Yours faithfully. 	<ul style="list-style-type: none"> Some letter layout features are included Some complex sentences are used: if, as, when Tense consistent and modal verbs sometimes used: can, will, might Adverbs of time and cause: Then, next soon Sentence starters: While, If, I would like to inform you that, it has come to my attention that, thank you for, I hope that... 	<ul style="list-style-type: none"> Letter layout clear: address. date etc correctly taught, sign off: Yours sincerely, Yours Faithfully, many thanks, regards all taught dependent on purpose of letter Variation in sentence structure Adverbs used to show how often Sentence starters: As I stated earlier, it is with regret that I, I would be grateful if, I look forward to hearing from you with, Use modal verbs to suggest future possibilities: It would be lovely if, I should be able to, If I could meet you, then... 	<ul style="list-style-type: none"> Formal language taught to engage reader Varied sentence length for effect Active/passive voice used Wide range of subordinate connectives: whilst, until, despite Complex sentences used to show economic expression needed in letters Sentence starters such as: whilst we; Until this is resolved; This is a disgrace; Unfortunately; Many other people also; I am delighted to inform you that... 	<ul style="list-style-type: none"> Information prioritised according to importance Verb forms controlled Modifiers used throughout Fronted adverbials used to clarify Complex noun phrases used throughout Prepositional phrases show understanding of audience Sentence starters: Please do not hesitate to contact me if; An early response would greatly help as; Please accept my apologies as; I wish to express concern that; The impact of; Despite continued efforts; Subsequently, I feel that.
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