St Mary’s RC Primary Grammar Progression

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| **Benchmarks** | **Progression** | **Resources** |
| **EARLY LEVEL*** Forms most lowercase letters legibly.
* Uses a pencil with increasing control and confidence.
* Knows the sounds of lowercase and some uppercase letters.
* Leaves a space between words when writing.
* Writes words from left to right.
* Makes an attempt to spell familiar words correctly.
* Makes an attempt to use a capital letter and a full stop in at least one sentence.
 | * Letters – formation and sound
* Finger spaces
* Upper case alphabet
* Capital letter and full stop in a sentence
* Introduce Adjectives
* Introduce vowels
* Introduce rhyme
* Recognise question marks
* Introduce sing/plural
* Sentence building and word order
* Connectives –

 And, but, because, then – if appropriate  | Literacy RichJolly Phonics songsCEC Sound chart |
| **FIRST LEVEL*** Spells most commonly used words correctly.
* Spells most vocabulary used across the curriculum correctly.
* Uses knowledge of phonics and spelling strategies when spelling familiar
* and unfamiliar words.
* Uses knowledge of the alphabet to locate words in a dictionary or other reference
* source to help spell tricky or unfamiliar words.
* Writes independently, punctuating most sentences accurately, for example,
* using a capital letter, full stop, question mark or exclamation mark.
* Links sentences using common conjunctions, for example, and, because,
* but or so.
* Starts sentences in a variety of ways to engage the reader.
* Checks writing to ensure it makes sense.
* Presents writing in a clear and legible way using images and other features
* as appropriate.
 | P2* Revise P1
* Introduce antonyms (opposites) & homophones
* Introduce a/an
* begin to use nouns, verb, adjectives
* recognise “ ? and ! in reading
* simple contractions
* Connectives – and, but, because, then to link 2 ideas

P3* Revise P2
* Nouns, proper nouns, collective nouns
* Recognize,make a simile. Introduce onomatopoeia
* Commas in lists
* Recognise/begin to use direct speech/introduce paragraphs to separate diff parts of a story
* Begin dictionary skills/begin to use a thesaurus
* Verbs, Adjectives, Pronouns
* Singular/plural
* Write questions using ?
* Homophones/antonyms
* Full stops/capital letters, Compound words
* Auxiliary verb
* Connectives –
	+ So but
	+ When then

P4* Revise P3
* Adverbs – ending in -ly revisit onomatopoeia, simile, contractions
* Verb tenses revisit pronouns, compound words
* Word origins abbreviations
* Dictionary skills introduce synonyms
* Commas – lists use a thesaurus
* Exclamation mark Singular/plural
* speech marks in a script Simple Paragraphs
* Apostrophes Conjunctions – for example, also, as well,
* Revise alphabetical order If after
* Introduce the ellipsis introduce commands
* Compound verb(was/were)
* Variety of sentence structures
* Introduce idea of subject & verb(& agreeing in a sentence)
 | Literacy RichCEC Sounds chartCEC Sounds ChartNelson Grammar Bks 1-2Literacy Box 1Nelson Development Bk 1-2Collins Primary Word Work Bk 1Focus on Comprehension Nelson Thornes Bk 1Practice in the Basic Skills English Bk 2Literacy Box 1 & 2Nelson Sp/ Grammar/Development Bk 3CEC Sounds ChartPractice in the Basic Skills English Bk 3 |
| **SECOND LEVEL** * Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.
* Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
* Writes most sentences in a grammatically accurate way.
* Uses sentences of different lengths and types and varies sentence openings.
* Links sentences using a range of conjunctions.
* Uses paragraphs to separate thoughts and ideas.
* Writes in a fluent and legible way.
* Reviews and corrects writing to ensure it makes sense, is technically accurate

and meets its purpose.* Makes appropriate choices about layout and presentation, including in digital
* texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.
 | **P5****Revision of P4: direct speech, verbs, nouns, adjectives, direct speech, sing/plural, past/present/future tenses**ComparativesAlliterationRevisit simile/onomatopoeia/homophonesParagraphs CommasApostrophes – possessive and contractions Collective nounsMain clause & subordinate clauseRelative pronouns (e.g who/whose)Recognise main idea of a paragraphUse dictionary/Thesaurus**P6****Revision of P5**SuperlativesExclamation marks in speech – how to punctuate properlyMore sophisticated connectives – although, however, thereforeUse of apostrophe with collective nounsAdverbs as openers Nelson Pupil book 4 pg 16-17Future tense Nelson Pupil book 4Past tense Nelson Pupil book 4Present tense Nelson Pupil book 4Diff btwn direct speech (Nelson Pupil book 4) & reported speech also should know new line for each speakerMetaphorsSentence structure – clauses**P7****Revision of P6**ColonSemi colonIndirect speechFigurative language – metaphors, simileOnomatopoeiahomonyms, homophonesprefixes/suffixessynonyms/antonymsrevisit apostrophe ‘s and s’conditional tensefurther develop use of past/present/future tensesConnectives – on the contrary, nevertheless, moreoverIdentify where and why short sentences are used to effectively improve writingabstract nounspersonificationellipsis | Verbs, nouns Nelson Pupil book 3 pg 4-5, adjectives Nelson Pupil book 3 pg 6-7, pronouns, Nelson Pupil book 3 pg 14-15Collective nouns Nelson Pupil book 3 pg 18-19Practice in the Basic Skills English 4Collins Comprehension Bk 3CEC Sounds ChartPractice in the Basic Skills English 5Nelson Grammar/Dev/SpCollins Comp Bk 4CEC Sounds ChartCEC Sounds ChartNelson skills/Sp/Grammar/dev Bk 5 |
| **THIRD LEVEL*** Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary.
* Uses more complex punctuation, where appropriate, to convey meaning or in
* an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.
* Writes almost all sentences in a grammatically accurate way.
* Uses a variety of sentence structures, varying openings and lengths, for example,
* simple and complex sentences, lists and repetition.
* Uses paragraphs to structure content. Uses linking phrases and topic sentences to
* signpost a basic structure, line of thought or argument.
* Writes in a fluent and legible way.
* Reviews and edits writing to ensure clarity of meaning, technical accuracy
* and to improve content or language.
* Selects features of layout and presentation, including in digital texts, to clarify meaning and suit purpose and audience, for example, headings, bullet points, text boxes and/or relevant graphics.

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