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 Rich  Jolly Phonics songs  CEC 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 Rich  CEC Sounds chart  CEC Sounds Chart  Nelson Grammar Bks 1-2  Literacy Box 1  Nelson Development Bk 1-2  Collins Primary Word Work Bk 1  Focus on Comprehension Nelson Thornes Bk 1  Practice in the Basic Skills English Bk 2  Literacy Box 1 & 2  Nelson Sp/ Grammar/Development Bk 3  CEC Sounds Chart  Practice 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**  Comparatives  Alliteration  Revisit simile/onomatopoeia/homophones  Paragraphs  Commas  Apostrophes – possessive and contractions  Collective nouns  Main clause & subordinate clause  Relative pronouns (e.g who/whose)  Recognise main idea of a paragraph  Use dictionary/Thesaurus  **P6**  **Revision of P5**  Superlatives  Exclamation marks in speech – how to punctuate properly  More sophisticated connectives – although, however, therefore  Use of apostrophe with collective nouns  Adverbs as openers Nelson Pupil book 4 pg 16-17  Future tense Nelson Pupil book 4  Past tense Nelson Pupil book 4  Present tense Nelson Pupil book 4  Diff btwn direct speech (Nelson Pupil book 4) & reported speech also should know new line for each speaker  Metaphors  Sentence structure – clauses  **P7**  **Revision of P6**  Colon  Semi colon  Indirect speech  Figurative language – metaphors, simile  Onomatopoeia  homonyms, homophones  prefixes/suffixes  synonyms/antonyms  revisit apostrophe ‘s and s’  conditional tense  further develop use of past/present/future tenses  Connectives – on the contrary, nevertheless, moreover  Identify where and why short sentences are used to effectively improve writing  abstract nouns  personification  ellipsis | Verbs, nouns Nelson Pupil book 3 pg 4-5, adjectives Nelson Pupil book 3 pg 6-7, pronouns, Nelson Pupil book 3 pg 14-15  Collective nouns Nelson Pupil book 3 pg 18-19  Practice in the Basic Skills English 4  Collins Comprehension Bk 3  CEC Sounds Chart  Practice in the Basic Skills English 5  Nelson Grammar/Dev/Sp  Collins Comp Bk 4  CEC Sounds Chart  CEC Sounds Chart  Nelson 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.   Jan 2020 | |  |