Hopton and Kessingland Church of England Primary Academies

Grammar, Punctuation and Sentence Structure Progression Map

Choice of vocabulary	Type of sentence	Verb Forms	Descriptive Techniques for Effect
Our school celebrates the power of vocabulary to enrich communication when speaking, reading and writing from EYFS all the way through to Year 6.This will include subject specific vocabulary based on topics studied. However below is a sequence of vocabulary teaching to embed skills and knowledge through pupils' school journey Simple verbs and nouns (cat, dog, house, walk, run…etc.)	Write captions, labels and lists	To identify a verb in a sentence	*Below is a list of devices that are loosely ordered in progression but are cyclical in nature. Elements of this list will be re-visited throughout year groups through differing degrees of complexity.* To write noun phrases
Simple adjectives to describe a noun (big, small, happy, sad…etc.)	Identify and write a simple sentence	Use simple present tense verbs	Onomatopoeia
Choice of vocabulary	**Type of sentence**	**Verb Forms**	**Effect**

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Simple antonyms (opposites): big/small; long/short; fast/slow; hot cold.	Write a simple sentence including a noun phrase	To use the simple regular past tense	Identify and use alliteration
Introduce the concept of noun phrases (adjectives describing a noun).	To identify and write a compound sentence using 'and'	To know the rules for spelling regular past tense verbs *(e.g. s/es/ies…)*	Write adverbial and prepositional phrases
Simple synonyms for emotion, size, speed...etc.	Write a question	To use the simple irregular past tense (e.g. run/ ran; think/thought)	To identify similes
Choice of vocabulary	**Type of sentence**	**Verb Forms**	**Effect**
Use dictionaries to explore word meaning.	Write a simple sentence that uses an exclamation mark	To know the spellings of irregular past tense verbs	To write similes and then use similes in their writing
Expanded noun phrases (2 or more adjectives separated by a comma to describe a noun).	Understand the difference between: statement/question/ command	To use imperative verbs *(bossy verbs)*	Show me, don't tell me techniques
Simple thesaurus work to find synonyms and antonyms.	Write compound sentences using simple coordinating conjunctions *(e.g. and/or/but)*	To use the present progressive form- ensuring understanding of the verb 'to be' *(e.g. I am walking/ he is walking/they are walking)*	To identify personification

Higher level dictionary work to explore multiple meanings of a word.	Write compound sentences using some subordination *(e.g. because)*	To use the past progressive *(e.g I was walking , he was walking , they were walking)*	To write personification
Choice of vocabulary	**Type of sentence**	**Verb Forms**	**Effect**
Higher level thesaurus work to teach shades of meaning (annoyed, cross, angry, furious, infuriated, seething).	Write compound sentences with more advanced subordination *(e.g. because/if/when)*	To use the present perfect form, ensuring understanding of the verb, 'to have' *(e.g. I have walked/he has walked/they have walked)*	Reported speech versus direct speech
To use vocabulary to show, not tell (ie 'The girl hurled the books across the room' tells the reader she was angry.)	Write more detailed sentences with expanded noun phrases and adverbs	To use the past perfect *(e.g. I had walked/he had walked/ they had walked)*	To identify metaphors in a text
To be aware of connotations of vocabulary within reading and writing (The teacher 'cackled' makes reference to a witch's cackle, thus implying evil intent.)	Write compound sentences with a wider range of conjunctions *(e.g. for/so/although/ while)*	To use future verb Tenses: Progressive- *(e.g. I will be walking)* Perfect- *(e.g. I will have walked)*	To be able to write a metaphor and then include within their writing
To intentionally use vocabulary to create a specific effect within	Write a variety of sentence openers	To use modal verbs (e.g. might, could, should, will, won't)	Hyperbole

writing (shades of meaning; 'show, not tell'; connotation).	(*e.g. adverbials/time conjunctions/ prepositions)*		
	Attempt to write multiclause sentence structure starting with fronted adverbials	To understand the subjunctive form to express hypothetical, order, request or wish (e.g. If I were you)	Using varied levels of formality with texts (including speech)
Choice of vocabulary	**Type of sentence**	**Verb Forms**	**Effect**
	Write multiclause sentences starting with a conjunction (e.g. because/although/ while)		
	Write multiclause sentences made up of three actions (e.g. The Prime Minister, went red in the face and ran away from the spider.)		

Punctuation Skills Progression

Capitals	To start a sentence	Proper nouns – people and places	Pronoun 'I'	Proper nouns – days and months	Proper nouns – titles, organisations etc.	
Full stops	End of sentence	Acronyms and shortenings				

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Question marks	End of a question	Rhetorical questions				
Exclamation marks	End of an exclamation - to show surprise/shock, volume, humour					
Commas	Noun phrase (adjectives)	List	Fronted adverbial	Separate a main and subordinate clause	Relative clause / parenthesis	To avoid ambiguity
Apostrophes	For omission e.g. can't	For singular possession	*Spelling of plural words* →	For plural possession		
Inverted commas	To punctuate direct speech	To use in quotations	To indicate that the opposite is actually true e.g. The Prime Minister's 'brilliant' idea was to let cats vote.			
Speech	Speech bubbles	Simple direct speech *'I love my grumpy cat.'*	Direct speech + reporting clause *'I love my grumpy cat,' declared Sally.*	Direct split speech 'I love my cat,' declared Sally, 'even though he is grumpy.'	Reported speech Sally declared that she loved her grumpy cat.	Developing characters through speech (with varied degrees of formality) 'I absolutely adore my grumpy cat.' 'I love me grumpy ca'!'

Ellipsis	For cliff hanger	For a pause or stutter in direct speech	To indicate a time slip or memory			
Brackets	To add extra information	For a relative / parenthetic clause				
Dashes	Extra information at the end of a sentence	For a relative / parenthetic clause				
Hyphens	Compound adjectives to avoid ambiguity e.g. The dragon's blood-red eyes…	To create a form of simile e.g. His ice-like stare…				
Bullet points	To list items or steps					

Colons	To introduce a list	In play scripts after characters' names	For time e.g. 2:23am	Definitions e.g. Chocolate: an essential food for teachers	Separating two sentences where the second sentence explains the first e.g. When she slams the door, it can only mean one thing: she's in a mood.
Semi-colons	Separating two sentences that are very closely linked e.g. The rain was pouring; umbrellas were needed.			To separate complex items in a list e.g. I packed When I pack for holiday, I make sure I have my passport, tickets and a book for the airport; sunglasses, sun-cream and sandals for round the pool; a beach towel and foreign currency.	

Word Classes (broken down)

Nouns	Nouns - concrete (brick, chair, ant) - proper noun (Bob, Cadbury's, London) - compound (toothpaste, hairbrush) - collective (flock, herd, gaggle) - abstract (fear, community, justice) - synonyms (sadness, misery, distress) - antonyms (city, countryside)
Verbs	*See verb forms Synonyms (jog, run, dash, sprint) Antonyms (laugh, cry)
Adjectives	Adjectives to describe a noun (e.g. the silky cat) - ending in 'ed' (e.g. the 'enraged' cat)

	- ending in 'ing' (e.g. the 'purring' cat) Compound adjectives (e.g. midnight-black cat) Comparative adjectives (e.g. the grumpier cat) Superlative adjectives (e.g. the fattest cat)
Adverbs	Adverbs to describe a verb How (slowly, angrily, fast) When (yesterday, then, again) Where (nearby, ahead, outside) How often (often, sometimes, usually) Degrees of possibilities - how much (entirely, rarely, just)
Conjunctions	*See conjunctions above
Prepositions	To show where things are in relation to others: Of place (under, below, above) Of time (in, at, on e.g. At 5pm / in October) Of direction (to, from, through, towards) Of manner (He opened the present with excitement. / They played by the rules.)
Pronouns	I, he, she… Possessive: hers, theirs, its Relative: who, which, whose, whom
Determiners	Indefinite articles: a or an Definite article: the Possessive determiners: her, his, my (my books / his house Questioning determiners: which, what, whose (whose books / which house) Demonstratives: this, that, these, those (those books / this house) Quantifiers: a few, much, many, a lot of