

# WRITING LONG TERM PLAN: GRAMMAR PROGRESSION

2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	<ul style="list-style-type: none"> <li>transcription – letter formation</li> <li>phonic application - initial sounds</li> <li>phonic application - initial sound, additional prominent sounds</li> </ul>	<ul style="list-style-type: none"> <li>phonic application – spelling of CVC/CVCC words</li> <li>CL</li> <li>FS</li> <li>introduction of determiner 'the' to create noun phrase</li> <li>leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Two word sentences</li> </ul>	<ul style="list-style-type: none"> <li>Three word sentences</li> <li>Four word sentences</li> </ul>	<ul style="list-style-type: none"> <li>Write a sentence about something that has happened</li> </ul>	<ul style="list-style-type: none"> <li>Two sentences that describe something has happened</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>phonic application – phonetically decodable spelling</li> <li>CL</li> <li>FS (.)</li> <li>use of a determiner (the/a/an) to create noun phrase</li> <li>leaving spaces between words</li> <li>use of a simple past tense verb (combining words to make sentences)</li> </ul>	<ul style="list-style-type: none"> <li>use of 'and' to join words</li> <li>co-ordination using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>sequence sentences to form short narratives</li> <li>Use story telling language</li> </ul>	<ul style="list-style-type: none"> <li>EM (!)</li> </ul>	<ul style="list-style-type: none"> <li>QM (?)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>CL</li> <li>FS</li> <li>use of a determiner (the/a/an) to create noun phrase</li> </ul>	<ul style="list-style-type: none"> <li>QM</li> <li>EM</li> <li>Statements, questions, commands, exclamations</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases (specification – using a prepositional phrase)</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Use of the suffix 'ly' to change adjectives into adverbs</li> <li>Co-ordination (but)</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (because)</li> <li>Progressive verb forms in the present and past tense</li> <li>Subordination (when)</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark singular possession in nouns</li> <li>Subordination (that)</li> <li>Co-ordination (or)</li> </ul>

	<ul style="list-style-type: none"> <li>• 'and' to separate nouns in a list</li> <li>• co-ordination using 'and'</li> <li>• adjectives</li> </ul>	(description – using two adjectives separated by a comma) <ul style="list-style-type: none"> <li>• Present tense (simple)</li> </ul>			<ul style="list-style-type: none"> <li>• Subordination (if)</li> </ul>	
Year 3	<ul style="list-style-type: none"> <li>• Direct speech to open a sentence (use of inverted commas)</li> <li>• Expressing place with the use of prepositions</li> <li>• Introduction to paragraphs as a way of grouping related material</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time with the use of conjunctions</li> <li>• Heading and subheadings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing cause and effect with the use of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time with the use of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing cause with the use of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidation of all forms of subordination</li> <li>• Consolidation of all forms of co-ordination</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Direct speech to close a sentence (use of inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of fronted adverbs of manner (ly) suffix</li> <li>• Use of commas after fronted adverbs</li> <li>• The perfect form of verbs in contrast to the simple past</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials of manner</li> <li>• Direct speech which is broken by the reporting clause.</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials of time and place</li> <li>• Adverbs for qualification and precision – degree and frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials of frequency and degree</li> </ul>	<ul style="list-style-type: none"> <li>• Subordination to start sentences</li> <li>• Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Relative Clauses beginning who, which or that</li> <li>• Parenthesis with commas</li> </ul>	<ul style="list-style-type: none"> <li>• Parenthesis with dashes at the end of sentences</li> <li>• Relative Clauses beginning where, when</li> </ul>	<ul style="list-style-type: none"> <li>• Parenthesis with brackets</li> <li>• Relative Clauses beginning whose</li> </ul>	<ul style="list-style-type: none"> <li>• Parenthesis with dashes within sentences</li> <li>• Indicating degrees of possibility with adverbs and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Use of Colon to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>• Use of semi-colon, colon or dash to mark the boundary</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across a paragraphs using a wider range of</li> </ul>	<ul style="list-style-type: none"> <li>• Hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Layout devices to aid structure of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Bullet points to list information</li> </ul>

	<ul style="list-style-type: none"> <li>Use of Semi colons within a complex list</li> </ul>	between independent clauses	cohesive devices (repetition, adverbials, ellipsis)			
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Year 1 – VGP Starters		
Autumn	Spring	Summer
Where does the capital letter go? (F2 - Recap) Where does the full stop go? (F2 – Recap)  Use of suffixes 's' or 'es' for plural nouns. Capital Letters for Proper Nouns	Use of suffixes with verbs where no change in the spelling of the root word is needed (e.g. helping, help <u>ed</u> , help <u>er</u> ) Capital Letters for Personal Pronoun 'I'	Use of the prefix 'un' to change the meaning of verbs (e.g. <u>un</u> doing) Use of the prefix 'un' to change the meaning of adjectives (e.g. <u>un</u> happy)

Year 2 – VGP Starters		
Autumn	Spring	Summer
Tense – simple past (played, danced) Tense – simple present (plays, dances) Use of suffix ‘er’ for nouns (e.g. teacher, singer, painter) Use of suffix ‘ness’ for nouns (e.g. smoothness, stubbornness, brightness) Sentence type – Statement, Command, Exclamation, Question and related punctuation.	Tense – progressive past (was playing, was dancing) - Tense – progressive present (is playing, is dancing) Use of the suffix ‘ful’ for adjectives (e.g. beautiful, helpful) Use of the suffix ‘less’ for adjectives (e.g. powerless, heartless) Apostrophes for singular possession	Use of the suffix ‘er’ for comparative adjectives (e.g. bigger, greater) Use of the suffix ‘est’ for superlative adjectives (e.g. biggest, greatest) Use of the suffix ‘ly’ to turn adjectives into adverbs (e.g. loud – loudly, helpful to helpfully) Apostrophes for omission

Year 3 – VGP Starters		
Autumn	Spring	Summer
Use of a/an before a noun. Use of words as prepositions in a sentence.	Use of words as prepositions in a sentence. Formation of nouns using a range of prefixes (super-, anti-, auto-) – Covered by No Nonsense Spelling.	Use of words as subordinate conjunctions in a sentence. Use of present perfect verbs instead of the simple past.

Year 4 – VGP Starters		
Autumn	Spring	Summer
The grammatical difference between plural and possessive ‘s’.  RECAP: co-ordination	Standard English forms for verb inflection (I was, We were)  RECAP: Subordination	Apostrophes to mark plural possession

**Year 5 – VGP Starters**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Convert adjectives into verbs using the suffixes 'ate', 'ise', 'ify'  RECAP: Fronted Adverbials	Convert nouns into verbs using the suffixes 'ate', 'ise', 'ify'  RECAP: Subordination to start	Use prefixes 'dis', 'de', 'mis', 'over' and 're' for verbs.

**Year 6 – VGP Starters**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Synonyms and antonyms  RECAP: Relative Clauses	Active and the Passive Voice  RECAP: Parenthesis	Subjunctive Form