Ruislip Gardens School
Skills Progression: ENGLISH Grammar

	Openers	Conjunctions within sentences	Language	Word Structure	Sentence Construction	Text Structure	Punctuation	Words They Must Know (terminology)
EYFS	**Time:** Once upon a time, Early one morning, First, Then, Next, But, so, Finally, And they all lived happily ever after	And who until but	**Start prepositions:** up, down, in , out, into, onto **Alliteration** mad monkey		Start **ly sentence openers (How adverbs):** *Luckily, Unfortunately* **Simple & compound sentences** (using and/but) **Repetition for rhythm**: *he walked & he walked* **Repetition for description:** *A lean cat, a mean cat*.		Full stops Capital letters Finger spaces	

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Year 1	**Consolidate EYFS List** Because, To his amazement, If **Time Connectives/ Conjunctions (time adverbs):** One day, The next morning, In the end, Now, Soon, While, After, Until,	**Consolidate EYFS List** because or so that then when where	**Consolidate EYFS List** **Prepositions:** inside, over outside, towards, across, under, **Similes using as:** *As tall as a house.* How adverbs: suddenly, silently, slowly, quickly, loudly, happily, sadly **Alliteration:** dangerous dragon slimy snake **Adjectives**: To describe: *The old house.* *The huge elephant.*	Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes) **Suffixes** that can be added to **verbs** e.g. *helping, helped, helper* How the **prefix un–** changes the meaning of **verbs** and **adjectives** negation, *e.g. unkind, or undoing,* *e.g. untie the boat*	**Consolidate EYFS List** **Compound sentences using coordinating conjunctions:** and/ or/but/so *The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.* **Complex sentence** using because *I like strawberries because they're sweet.* **Simple Sentence**: *I went to the park.* **Types of Sentences: Questions & Exclamations** Expanded **noun phrase** in a simple sentence (adjective in front of the noun): *The giant had an enormous beard.* *The Squirrel ate delicious nuts.*	Sequencing **sentences** to form **short narratives** **Understanding - beginning /middle /end to a story** **Beginning** *Once upon a time… or* *One day,* **Problem / Dilemma** *Suddenly,../* *Unfortunately,* *…* **Resolution/ End** *Fortunately,…* *Finally, …*	Full stops . Capital letters Finger spaces Question marks ? Exclamation marks !	Word, Sentence, Letter, Capital letter, Full stop, Punctuation, Singular, Plural, conjunction Adjective Question mark, Exclamation mark

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Year 2	**Consolidate Yr1 List** **But:** However, although, **Time:** After a while, Immediately, Eventually, A few days later, **Where:** Across the road, Over the hill, Inside the castle,	**Consolidate Yr1 List** and/ or/ but/ so.	**Consolidate Yr1 List** **Prepositions:** behind, above, along, before, between, after **Similes** using like: …***like*** *sizzling sausages.* *..**like** a knife through butter.* Using **ly words** (how adverbs) to describe & to inform**:** *The snow fell gently and quietly.* *Pick up the pot carefully* Using more ambitious **verbs:**	**Consolidate Yr1 List** Formation of nouns using **suffixes** such as – ness, –er Formation of **adjectives** using **suffixes** such as –ful, – less Use of the **suffixes** –er and est to form comparisons e.g *This is larger.* *This is the largest*	**Consolidate Yr1 List** More how **adverbs**: bravely, carefully, anxiously, sharply, crossly, angrily, proudly. **Descriptive lists of 3 things:** *he wore old shoes, a dark hat and a red coat.* **Simple extended noun phrases:** *lots of money, plenty of dragons.* 2 adjectives to describe the noun: *The scary, old woman.* *Squirrels have long, bushy tails.* **Types of Sentences:** **Statements:** *School Finishes at 3pm.* **Questions:** *How old are you?* **Exclamations:** *How rude!*	**Consolidate Yr1 List** The consistent use of **present tense** versus **past tense** throughout texts. Use of the continuous form of verbs in the **present** and past tense to mark actions in progress e.g. she is drumming, he was shouting. **Plan opening around** character, setting, time of day & type of weather	**Consolidate Yr1 List** **Commas** between adjectives: big, black **Commas** in lists: He bought apples, pears and bananas. **Commas** after openers: Later,…. Slowly,…. **Speech marks** “ “ **Apostrophe** to mark contraction: can’t, didn’t, hasn’t,	**Consolidate Yr1 List** Noun, Noun phrase Statement, Question, Exclamation, Command, Compound, Coordinating conjunction Adjective, Verb, Suffix Adverb Tense(past,present) Apostrophe, Comma (Introduce speech marks) (introduce bossy verbs) Onomatopoeia simile

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			The boys **peeped** inside the cave. **Imperative verbs** (bossy verbs) ***Pick*** *it up.* ***Lay*** *the table.* ***Fold*** *it in half.* **Onomatopoeia:** whoosh, bang, crackle , boom		Secure **compound sentences** from yr 1 using coordinating conjunctions: and/ or/ but/ so. **Where Adverbial phrases as starters:** *At the end of the lane….* *Over the rainbow…* **Direct speech** using said. Reporting clause at the end. **Complex sentences using more subordinating conjunctions:** When, while, if, that, because. ***When*** *it's cold, I put on my coat.* ***While*** *the animals were munching breakfast, the visitors arrived*	**Understanding 5 parts to a story:** **Opening**: *In a land far away….* *One cold but bright morning…..* **Build-up:** Later that day, **Problem / Dilemma:** *To his amazement* **Resolution**: *As soon as* **Ending** e.g. *Fortunately*, **Ending** should be a section rather than one final sentence.	couldn't, it's for it is, I'll **Apostrophe** to show singular possession: The girl's name.	

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Year 3	**Consolidate Yr2 List** Because **Time Prepositions (adverbs):** Later When While Whenever Without Warning, Meanwhile, **Prepositions (Where adverbs):** Next to By the side of In front of During Through Throughout	**Consolidate Yr2 List** All of the **coordinating conjunctions: FANBOYS** For/ and/ nor/ but/ or/ yet/ so	**Consolidate Yr2 List** **Prepositions:** Next to, By the side of, In front of, During, Through, Throughout, **Ambitious verbs:** tremble, slither **Expressing time, place & cause using subordinate conjunctions:** when, before, after, while, because. **Proper nouns:** Mrs Price, Nottingham	**Consolidate Yr2 List** Formation of **nouns** using a range of **prefixes**, such as super–, anti–, auto– Use of the **determiners a** or **an** according to whether the next word begins with a consonant or a vowel (e.g. **a** rock, **an** open box) **Word families** showing how words are related in **form** and **meaning** e.g. solve, solution, solver, dissolve, insoluble. teacher, teach beauty, beautiful	**Consolidate Yr2 List** **Direct speech** with an appropriate **synonym** of said & reporting clause at the beginning: Tom shouted, "Why?" **Direct speech** using **questions** and **exclamations.** **Contractions:** *can't, won't, I'll, shan't, could've, would've, should've,* **Compound Sentences** using all of the **coordinating conjunctions: FANBOYS** For/ and/ nor/ but/ or/ yet/ so Adverb starters to add detail e.g. *Carefully, she crawled along the floor of cave….* *Amazingly, small insects can….*	**Consolidate Yr2 List** Introduction to paragraphs as a way to group related material. **Headings & sub-headings** to aid presentation **Extended vocabulary** to introduce **5 story parts: Introduction** –include detailed description of setting / characters **Build-up** –build in some suspense towards the problem /dilemma	**Consolidate Yr2 List** **Apostrophe of contraction** **Speech marks/inverted commas** Use of **commas** after **fronted adverbials** e.g. Later that day,	**Consolidate Yr2 List** **Word family,** Coordinating Conjunction, Adverb, Preposition, Direct speech, Inverted commas (or 'speech marks') prefix, Consonant, Vowel, Clause, Subordinate clause , Apostrophe of contraction/ omission Determiner Proper noun Perfect tense (Paragraphs)

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					Adverbial phrases used as a 'where', 'when' or 'how' starter **(fronted adverbials)** ***A few days ago**, we discovered a hidden box.* ***At the back of the eye**, is the retina.* ***In a strange way**, he looked at me.* Use of the **perfec**t form of **verbs** to mark relationships of time & cause e.g. *'He has gone out to play.' contrasted with 'He went out to play.'*	**Problem / Dilemma –** include detail of actions / dialogue **Resolution -** should link with the problem **Ending** – should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning		

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	Openers	Language	Word Structure	Sentence Construction	Text Structure	Punctuation	Words They Must Know (terminology)
Year 4	**Consolidate Yr3 List** **Subordinate conjunctions:** Since As-meaning because Although While After Until Unless **Time preposition:** Gradually, Suddenly, Occasionally, All of a sudden, Later that day, Before the sun came up, All night long, Never before,	**Consolidate Yr3 List** **Comparative adjectives** (*bigger, smaller*) & **superlative adjective** (*cleanest, strongest*) **Pronouns** (words that take the place of a noun): *him, her, it, these, those, you.* **Possessive pronoun:** *Mine yours, his, hers, theirs, ours* **Abstract nouns:** (can't see or touch): *happiness, sadness, anger, jealousy, justice.*	**Consolidate Yr3 List** The grammatical difference between **plural**: *The girls looked sad* and **possessive** –s: *The girls' teacher.* Standard English forms for **verb inflections** instead of local spoken forms e.g. *we were instead of we was, or I did instead of I done*.	**Consolidate Yr3 List** **Short dramatic sentences:** *He froze.* **Complex sentences** with the **subordinate conjunction** at the **beginning** of the sentence, followed by comma, separating the clause & subordinate clause. Focus on: Since, As-meaning because, Although, While, After, Until, Unless ***Since** I was a child, I loved to sing.* ***As** it was raining outside, I put on my coat.* ***Although** he looked intimidating, he was actually kind and gentle.* **Direct speech with a how adverb after the verb:** *"Hello," **she whispered shyly**.* **Fronted Adverbial** (*Later that day, Over the bridge,*)	**Consolidate Yr3 List** Appropriate choice of pronoun or noun across sentences. **Secure use of planning tools: e.g.** story map /story mountain/'Boxing-up ' grids **Story:** Opening to include: Description /action Build in suspense writing to introduce the dilemma. Clear distinction between resolution & ending. Ending should include reflection on events / characters. **Paragraphs**: to organise each part of story to indicate a change in place/ time	**Consolidate Yr3 List** **Comma** for pauses **Comma** after fronted adverbials **Rhetorical question:** *What was that?* Use of **inverted commas** & other **punctuation** to show direct speech (a comma after the reporting clause; end punctuation within inverted commas): *The conductor shouted, "Sit down!"* **Apostrophes** to mark **singular & plural possession:** *Fred's,* *The teacher's, the boys', the teachers'*	**Consolidate Yr3 List** Pronoun, Possessive pronoun, Abstract noun, Collective noun, Expanded noun phrase Adverbial, Fronted adverbial Apostrophe of possession Continuous verb tense Complex sentence Subordinate clause Subordinate conjunction Rhetorical question Paragraph

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	Where preposition, Under the …, Opposite from the…, Between the… and the …, Everywhere s/he looked…, **How/Degree** Almost unbelievably, Quite understandably, Barely alive, Completely exhausted,	**Collective nouns** (names for groups): *a pride of lions, a gaggle of geese.* **Introduce metaphors:** *The stars were glittering jewels.*		**Start the sentence with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Noun phrases** expanded by the addition of modifying **adjectives**, nouns & prepositional phrases e.g. *the teacher expanded to: the strict maths teacher with curly hair.* Introduce **continuous verb** terms: *I am walking,* *I was walking,* *I will be walking.*	**Paragraph** **Non-fiction**: to organise ideas around a theme. Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of **bullet points, diagrams.**		(Comparative & Superlative adjectives) (Metaphor)

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Year 5	**Consolidate Yr4 List especially adverbs as sentence starters** Consequently Instead of Compared to Moreover, Furthermore In addition, Additionally Also, However, Whereas, Despite this, **Elaborated preposition:** *Beyond the dark cave,* *Throughout the night,*	**Consolidate Yr4 List** **Secure metaphors.** **Personification:** *The bullet screamed,* *The storm raged,* *The shadows danced,* **Idioms:** *It was raining cats & dogs.* *Zip it!* **Empty words,** Someone, something **Use of 5 senses.** **Show not tell the emotion:**	**Consolidate Yr4 List** **Converting nouns & adjectives** into **verbs** using **suffixes** (e.g. – ate; –ise; –ify) **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–)	**Consolidate Yr4 List** **Relative clause** using **relative pronouns**: who, which, when, or where either & the end of the sentence or in the middle (these are called drop in clauses/embedded clauses) with their commas: *The teacher, **who** was happy & smiley, beamed at her class.* *The MRB Dragon nests in tall trees, **where** it feels safest.* *The rugby match, **which** was said to be the best ever played, went into extra time.* Indicating degrees of possibility using **modal verbs** *(may/might, shall/should, will/would, must ought can / could)* or **adverbs of possibility**, *(possibly, perhaps ,maybe, probably surely, definitely, certainly)* **Conditional sentences:**	**Consolidate Yr4 List** Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using **adverbials** of **time** (e.g. later), **place** (e.g. nearby) and **number** (e.g. secondly) Direct speech with action: *("Stop!" he shouted, picking up the stick & running after the thief.)* Change line change speaker (new paragraph)	**Consolidate Yr4 List** **Commas** to clarify meaning or avoid ambiguity. Apostrophe for **irregular** possession: *children's, men's, women's, people's* **Inverted commas** around quotes from texts. Brackets ( ) dashes - or commas, to indicate **parenthesis** *Dr Who (the famous Time Lord) thinks that Daleks…* **Dashes** to show stammering or interruption in speech:	**Consolidate Yr4 List** Relative clause, Relative pronoun, Reporting clause Embedded clause Modal verb Adverb of possibility Conditional sentence Parenthesis, Bracket, Dash, Hyphen Apostrophe of irregular possession Determiner, Cohesion, Ambiguity Co-ordinating conjunctions

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	Using verbs (ing words) to start: *Grinning he…* *Running along…* *Gasping,* *Sobbing,* ***(ed words)*:** *Encouraged by the…,* *Terrified by the…,*	Blushing, she smiled. His face grew white & his hands began to tremble. **Co-ordinating conjunctions:** Either /or Neither/ nor Both /and Whether/ or Not only /but also		*If you don't behave, you will miss your break time.* **Reporting clause in the middle of the sentence:** *"Hello," murmured Ben, "How are you today?"* **Drop in –'ed' clause** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Introduce perfect in verb tenses:** *I have walked,* *I had walked,* *I will have walked.*	Change paragraph for Time, Topic, Person or Place. **Introduce: Independent planning** across all genres & application. Secure use of range of layouts suitable to text. Use a variety of ways to open texts & draw reader in & make the purpose clear. Express own opinions clearly & consistently maintain viewpoint . Summary clear at the end to appeal directly to the reader	*"I-I-I'm so s-s-sorry. I really didn't-" "I don't care!" Sally interrupted.* **Hyphen:** compound nouns & adjectives: water-bottle Merry-go-round Green-eyed Fair-haired	Idiom Personification (Fact Opinion) (Perfect tense)

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Year 6	**Consolidate Yr3, Yr4 & Yr5 List** Furthermore, Notwithstanding, Henceforth, Therefore, Moreover, For that reason, On the other hand, Not to mention, Having looked at both sides, As a consequence, To clarify, Therefore, Subsequently, Due to…., **ISPACE** Start with : An Ing word A simile A preposition	**Consolidate Yr3, Yr4 & Yr5 List** **Extended metaphors hyperbole**- I'm so hungry I could eat a horse! **Build in literary feature to create effects** e.g. alliteration, onomatopoeia, similes, metaphors personification hyperbole The difference between vocabulary typical of **informal speech** & **formal speech** & **writing**:	**Consolidate Yr3, Yr4 & Yr5 List** How words are related by meaning as **synonyms** and **antonyms** (e.g, big, large, colossal, little, minute].	**Consolidate Yr3, Yr4 & Yr5 List** **Reported/indirect speech:** Mum said that she wanted them home early. Power of 3 (tricolon): *the purest waters, the cleanest beaches and the friendliest people.* Use of the **active** & **passive** to affect the presentation of information in a sentence or atmosphere: **Active** I broke the window in the greenhouse. **Passive** The window in the greenhouse was broken (by me). The difference between structures typical of **informal speech** and structures appropriate for **formal speech**	**Consolidate Yr3, Yr4 & Yr5 List** Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of **adverbials**: *such as, on the other hand, in contrast, or as a consequence*), and **ellipsis**. **Layout devices**, such as headings, sub-headings, columns, bullets, or tables, to structure text **Secure independent planning** across	**Consolidate Yr3, Yr4 & Yr5 List** **Ellipsis** To show an omission of a word or words from a text / Create a pause for an effect/ Show an unfinished thought/ To show a trail off into silence. **Colons** to introduce lists **& semi colons** to separate a list of phrases: *I bought: a bunch of bananas; a kg of apples; 5 pears & a watch*. **Colons** in playscripts. **Semi colons** instead of conjunctions to	**Consolidate Yr3, Yr4 & Yr5 List** Active voice Passive voice, Subject Object, Formal Informal Hyphen/dash, Synonym, Antonym Subjunctive Perfect tense Colon, Semi-colon, Bullet points Ellipsis Reported/indirect Speech Ambiguity Cohesion Hyperbole Onomatopoeia Power of 3 (tricolon) (Reflexive pronouns)

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	An adverb (how) A conjunction An ed word	*said-reported, alleged, or claimed find out – discover;* *ask for – request;* **Double negatives**: *I ain't done nothing* *I haven't done anything.* **Reflexive pronouns** (myself, yourself, ourselves, themselves) **Demonstrative pronouns-** (these, those, this, that) **Auxiliary verbs** (am are was is)		and writing e.g the use of question tags: *He's your friend, isn't he?,* or the use of **subjunctive forms** such as *If I were* or *Were they* to come in some very formal writing and speech. Expanded **noun phrases** to convey complicated information concisely (e.g. *The boy who jumped over the fence is over there. or The fact that it was raining, meant the end of sports day.)* Developed use of **rhetorical questions** for **persuasion.** **Secure perfect & continuous tenses:** *I have walked,* *I had walked,* *I will have walked.*	story types using **5 part story** structure. Include suspense, cliff hangers, time slips flashbacks/forwards, Start story **at any point** of the 5 part structure Use a variety of **text layouts** appropriate to purpose Use **range of techniques** to **involve the reader** – comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use **different techniques** to **conclude** texts.	mark independent clauses: *It's raining; I'm fed up* **Semi colon** to show a quote. **Hyphens** to avoid ambiguity i.e. *man eating shark versus man-eating shark* **Bullet points** to list information.	(Demonstrative pronouns)

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Each year group is expected to teach all of their elements across the 3 terms (and revisit them), linking them to exact sentences and phrases the children can use in their own writing and also reinforce these in Guided Reading; both in a SPAG activity but also looking at how the author has used the technique & why in adult led reading sessions.

The elements being taught, in that specific unit, need to be shown on the working wall: a discrete example and on the model text with its other key features. You may decide to also have permanent displays of the most important SPAG objectives for your year group for the children to keep referring to.

It is crucial, that constantly throughout the year, the children are hearing the SPAG terms being used: in peer & self-assessment times; in editing times; in marking; see them on word banks; in their success criteria; on working walls; in activities in Literacy & in activities in Guided Reading. Perhaps in your class reader, when you come across a simile or something exciting, get a child to write it on a piece of paper and add it to a working wall or magpie board and draw upon links to their SPAG learning constantly so they get used to the terms and understand what this looks like in writing. But most importantly, why it's being used. That's what's going to make them better writers, so they can use the correct technique for the effect they are trying to create.

It is really important, that the elements from the previous year group are also revisited, so that this knowledge is not lost. Year 2 is tested on content from both year 2 & year 1; year 6 from years 3, 4, 5 & 6- in fact mostly years 4 & 5.

Look to the next year up for challenging those Higher Attainer children if they are mastering their own curriculum and of course look down for those who are struggling.

Pie Corbett (who advised the government on the new SPAG curriculum) encourages schools to use the exact words in the Openers column for their year group, the conjunctions within sentences (for EYFS-yr3), & the prepositions in the language column, constantly across the 3 terms (as well as using some others of course), so that by the end of year 6, all these words/ phrases listed here, are in the children's vocabulary. Please use the exact words on your wall and on your word banks, when you're modelling writing and in speech. If you notice them in texts, point them out to the children. The more they see & hear them in context, the more likely they are to speak them & then use them.

We are all responsible for nurturing and turning these children into knowledgeable and enthusiastic writers by the time they leave us in year 6, as well as enabling them to pass their SATs.