

**English Writing End points Aspect: Grammar**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** |  |  |  |
| **Year 1** | * Use the personal pronoun ‘I’ | * Use ‘and’ to join ideas within a sentence. *(‘I went to the park and played on the swing.’*) | * Attempt to use other conjunctions. * Word choices are relevant to the context and use word banks to support this. * Begin to use adjectives to add detail to my sentences. |
| **Year 2** | * Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. | * Use expanded noun phrases to describe, expand and specify. *(‘the delicate, blue butterfly few off into the humid, summer sky.’*) * Use co-ordination (using or, and or but) (*You remembered your book bag but forgot your packed lunch.*) | * Use sentences with different forms: statements, questions, exclamations and commands. (*The colourful butterfly flew from flower to flower.’ ‘Where do clouds come from?’ ‘What big eyes you have!’ ‘Sift the flour and mix the other ingredients.’*) * Use subordination (using when, if, that or because). (*Consistent use of both eg: You need to pack your raincoat because it is going to rain later.*) * Present present and past tenses correctly and consistently including the progressive form. (*She is drumming; she drummed; she was drumming*) * Use adjectives, adverbs and expanded noun phrases to add detail and specify. |
| **Year 3** | * Use a range of sentences with more than one clause by using a wider range of conjunctions in writing. (*when, if, because, although*) * Recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately. (*an apple; a house; the yellow car*) | * Use the perfect form of verbs instead of the simple past. (*I have written it down so we and check what he said.*) (*he has worked hard*) * Understand the purpose of adverbs. * Use adverbs effectively in writing. * Use conjunctions, adverbs and prepositions to express time and cause. (*the next thing, next, soon, so, before, after, during, in, because, of*) | * Word choices are adventurous and carefully selected to add detail and to engage the reader. * Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. |
| **Year 4** | Use a range of sentences with more than one clause-through use of conjunctions. *(‘We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’*)  Use a wider range of conjunctions, such as, although, however, despite, as well as.  Use the correct article ‘a’ or ‘an’.  Open sentences in different ways to create effects. | * Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (*When writing about bees, the hive and queen remembers to write ‘they’, ‘it’ and ‘she’ every other time, so that my writing is less repetitive.*) * Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency. (*eg accurate use of pronouns in sentences; ‘I forgot to put the comma after a fronted adverbial’; realise the spelling of proberly is wrong*.) * Use fronted adverbials of place, time and manner, including the use of a comma. (‘*Later that day, I went shopping.’*) | * Use expanded noun phrases with modifying adjectives. *(‘The strict teacher with curly hair.’*) * Use adverbs and preposition to express time, place and cause. * Build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. * Use standard English of verb inflections-instead of spoken forms. (*We were – instead of we was, or I did instead of I done. He is/his instead of he’s*) |
| **Year 5** | Ensure the correct and consistent use of tense throughout a piece of writing.  Start sentences in different ways. *(-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I He, She, They, It, Him, Her etc. or The). (Adverbials of time – Later, When the, As the dawn broke,) (Adverbials of place – Nearby, Inside, On top of, Over the rainbow, In a nearby village) (manner – as quick as a flash, with legs swinging in the air,)*   * Use a thesaurus for alternative word choices. | * Use stylistic devices to create effects I writing. (*similes, metaphor, personification*) * Use modal verbs or adverbs to indicate degrees of possibility. (*There might be… It could be…. We may be…. Sometimes…. Possibly…. Occasionally…*.) * Use relative clauses beginning with who which, where, when whose, that or with an implied. (*ie omitted)* relative pronoun. * Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | * Use perfect form of verbs to mark relationships of time and cause. (eg *She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late*.) * Choose words for deliberate effect and use them thoughtfully and with precision. |
| **Year 6** | Use the correct tense throughout a piece of writing.  Use modal verbs mostly appropriately to suggest degrees of possibility (*could, would, might*)  Add precision, detail and qualification using preposition phrases and adverbs.  Effectively draft work so that meaning can be enhanced and grammar choices can be adapted for effect. | * Use arrange of cohesive devices, including adverbials, within and across sentences and paragraphs. (*Pronouns, adverbials, conjunctions, similes, - ing, -ed, adverb openers / repetition of key words for effect / prepositional phrases / tenses are secure / ellipses in narratives*) * Ensure correct subject verb agreement in singular and plural. *Eg was – I (one person), were – we (more than one – the children were*) * Use a wide range of clause structures, sometimes varying their position within the sentence. (*Relative clauses / embedded clauses / subordinate and coordinating clauses / adverbials / prepositional clauses*) * Use structures typical of formal speech. (*Subjunctive forms – If I were / Were they to come, or questions tags – he is your friend, isn’t he?*) | * Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability, and certainty. * Use a range of verb forms to create more subtle meanings. * Use the passive voice to present information with a different emphasis. (*I broke the window in the greenhouse – The window of the greenhouse was broken (by me*). * My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. |