

# Grammar Progression



with stem sentence examples



# **CONTENTS**

[Introduction](#)

[Colourful semantics](#)

Progression in Grammar skills: [Year 1](#), [Year 2](#), [Year 3](#), [Year 4](#), [Year 5](#), [Year 6](#)

[Grammar Learning Journey](#)

[Example of Grammar Learning Journey](#)

[Back to contents](#)

## Introduction

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. The following document refers to the national curriculum's outcomes showing how the progressively advance.

Alongside this document, please refer to the genre progression understand where particular grammar components are applicable to different genres. Additionally, we also use specific a consistent use of punctuation actions when teaching the grammar components.

### Grammar

Grammar is broken down into words and sentences. Words refer to different word classes and sentence refer to the different types of sentences.

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

### Colourful Semantics

Colourful semantics is an approach that was created by Alison Bryan and is designed to support children develop their understanding of sentence structure and expand the length of their sentences. The structure of a sentence (syntax) is colour coded and then these are linked to their meaning (semantics). Each colour is consistently used across the school as a scaffold to support children's sentence structure. As children become familiar with grammar components scaffolds will be removed to show their independence.



## Year 1

Grammar	Definition	Example	STEM SENTENCE
<i>Noun</i>	A noun names a person, place, or object. In a sentence we also call this the <b>subject (who or what the sentence is about)</b> . Precise nouns create a picture in the reader's head.	Common: dog, city, book Abstract: anger, fear, comfort Concrete: zoo, table, igloo Collective: gang, team, choir	I know that _____ is a noun. _____ is the name of an _____ and a noun names a _____.
<i>Verb</i>	A verb is an action word in a sentence that describes what the subject/person/animal or object is doing.	Zoomed Sprinted	I know that _____ is a verb. _____ describes what action the bus was doing.
<i>Adjective</i>	An adjective is a word that describes a noun. They help to create a picture in the reader's head.	Foamy Beautiful Majestic	I know that _____ is an adjective. _____ describes the noun _____.
<i>Pronoun</i>	A pronoun is a short word that replaces a subject/noun.	She, he, me, I, it, they	I know that _____ is a pronoun because it replaces the subject _____.
<i>Proper Noun</i>	A proper noun is a special name for a person, place, the days of the week and the months of the year. Proper nouns start with a capital letter.	London Moorgate Tamworth	I know that _____ is a proper noun. _____ is a special name for a _____ and it starts with a capital letter.
<i>Coordinating Conjunction</i>  <i>(and)</i>	A coordinating conjunction is a word that links two simple sentences together and gives more information about the first part of the sentence.	Moorgate Primary Academy is a school <u>and</u> it has 11 classes.	I know this sentence has a the coordinating conjunction _____. The idea _____ adds extra information about the first clause in the sentence _____.
<i>Main clause</i> <i>(independent)</i>	A main clause is a group of words that contain a <b>subject</b> and a <b>verb</b> which makes complete sense on its own.	The children walked to school.	

<i>Simple sentence</i>	A simple sentence is made up of a main clause. A main clause is a group of words that contains a <b>subject</b> and a <b>verb</b> which makes complete sense on its own. A main clause can form a complete simple sentence on its own. It begins with a capital letter and ends in a full stop.	The <b>children walked</b> to school.	I know that this is a correct simple sentence. It has a capital letter at the beginning, a subject (____), a verb (____) and a full stop at the end.
<i>Compound sentences (and)</i>	A compound sentence is a sentence that is made up of two simple sentences. The two main clause which have a subject and a verb are joined together using a <b>coordinating conjunction</b> 'and'. It has a full stop at the end.	The <b>children walked</b> to school <b>and</b> <b>they arrived</b> on time.	I know this is a correct compound sentence. It has a capital letter, a subject (____), a verb (____), a coordinating conjunction (and), another subject (____), a verb (____) and a full stop.
<i>Question</i>	A question is used to ask something. It must end with a question mark (?) Not a full stop.	What time is do we go home?	I know that this is a question. It asks the reader _____ is and it ends with a question mark.
<i>Expanded noun phrases</i>	An expanded noun phrase is one <b>adjective</b> is added to a <b>noun</b> to add writing.	The <b>quiet children</b> sat in assembly.	I know that this is a correct expanded noun phrase because it uses the adjective ____ before the noun _____.
<i>Simple Past tense</i>	The past tense is used to talk about something that has already happened.	The <b>children</b> <u>sat</u> in assembly. The <b>children</b> <u>played</u> at lunchtime.	I know that this sentence is in past tense because the verb _____ has already happened.
<i>Present tense</i>	The present tense is used to talk about something that is happening now.	The <b>children</b> <u>sit</u> in assembly. The <b>children</b> <u>are playing</u> at lunchtime.	I know that this sentence is in past tense because the verb _____ is happening in the moment.