

## Grammar and Composition New Knowledge Progression Document

### Component 1: Know the grammar and punctuation to construct a piece of writing

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Compose a <b>single-clause sentence</b> orally	Compose a <b>two main-clause sentence</b> orally	Compose a <b>multi-clause sentence</b> orally	Compose <b>multi-clause sentences</b> including dialogue orally			
Punctuate <b>single-clause sentences</b> with: <ul style="list-style-type: none"> <li>• capital letter for the start of sentences</li> <li>• capital letter for their name</li> <li>• capital letter for personal pronoun 'I'</li> <li>• full stop at the end of a sentence</li> </ul>	Punctuate <b>two main-clause sentences</b> with: <ul style="list-style-type: none"> <li>• capital letters for proper nouns, days and months</li> <li>• question marks for questions</li> </ul>	Punctuate <b>multi-clause sentences</b> with: <ul style="list-style-type: none"> <li>• exclamations for exclamation and effect</li> </ul> Know different forms of sentences: <ul style="list-style-type: none"> <li>• statement</li> <li>• exclamation</li> <li>• question</li> <li>• command</li> </ul>				
		Punctuate lists with commas	Punctuate a fronted adverb with a comma	Punctuate a fronted adverbial with a comma	Punctuate sentence structures with a comma to clarify meaning or avoid ambiguity	

					Punctuate using commas to clarify meaning when the position of the subordinate clause has changed	
	Know the difference between singular and plural	Punctuate contracted forms with an apostrophe  Punctuate using apostrophes for possession (singular)		Punctuate using apostrophes for possession (singular and plural)		
						Punctuate sentence structures with hyphens to avoid ambiguity and to join words
					Punctuate sentence structures with brackets, dashes or commas to	

					indicate parenthesis	
					Punctuate lists of information using bullet points	Punctuate lists with colons and semi-colons
			Punctuate direct speech using inverted commas	Punctuate direct speech using inverted commas and commas	Know the difference between direct and indirect speech  Know that a new speaker needs a new line	Use informal speech and formal speech and writing, including the subjunctive form
	Know what a noun is	Know the difference between common nouns and proper nouns	Know what a pronoun is and how they are used appropriately to avoid repetition	Know what possessive pronouns are		
	Know what a verb is	Know that commands must start with a verb	Know Standard English forms for verb inflections instead of local spoken forms	Make choices between Standard English and local spoken forms for verb inflections		Know that passive and active verbs affect the presentation of information in a sentence

				when using dialogue		Use the correct subject and verb agreement when using singular and plural
Know what a vowel letter and consonant letter is	Know that 'a' precedes a consonant sound and 'an' precedes a vowel sound		Know what determiners and articles are	Know types of determiners (possessive, quantifiers and demonstrative)		
	Know what an adjective is	Know what an adverb ending -ly is  Use the -ly suffix to turn adjectives into adverbs	Know what adverbs are (expressing time, place and cause)  Know what a fronted adverb is	Know what adverbials phrases and fronted adverbials are	Know what adverbs of possibility are  Know what modal verbs are	
			What prepositions are (expressing time, place and cause)	Know how the position of a word in a sentence can change its word class e.g. after can be a conjunction, adverb and preposition		

	Know the co-ordinating conjunction 'and' to be able to write <b>two main-clause sentences</b>	Know the co-ordinating conjunctions (or, but) to be able to write <b>two main-clause sentences</b>	Know all co-ordinating conjunctions (FANBOYS) to be able to write <b>two main-clause sentences</b>			
		Know subordinating conjunctions (when, if, that, because) to be able to write <b>multi-clause sentences</b>	Know a wider range of subordinating conjunctions to express time, place and cause (ISAWAWABUB) to be able to write <b>multi-clause sentences</b>  Know what the main clause and subordinate clause are		Know how to change the position of the subordinate clause  Know what relative clauses, beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or an omitted relative pronoun, are	Punctuate sentence structures with semi-colons, colons and dashes to mark the boundaries between independent clauses
	Use simple past and present tense	Use the progressive form of verbs in the past and present tense	Use the present perfect form of verbs		Use the perfect form of verbs to mark relationships of time and cause	

					Know words are related by meaning as synonyms and antonyms	
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**Component 2: Know how to structure a piece of writing**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Apply knowledge of above to write dictated <b>simple labels, phrases and single-clause sentences</b> including their own name	Apply knowledge of above to write dictated <b>two main-clause sentences</b>	Apply knowledge of above to write own <b>multi-clause sentences</b>	Apply knowledge of above to write in paragraph like structures	Apply knowledge of above to write in paragraphs (ideas organised around a theme)  Use different devices to build cohesion within a paragraph (then, after that, this, firstly)	Apply knowledge of above to write, linking ideas across paragraphs using adverbials for time, place and number or tense choices	Apply knowledge of above to write using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis, <b>maintaining the theme and pace throughout</b>  Use appropriate grammar and

						vocabulary to show understanding of how such choices can change and enhance meaning
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**Component 3: Know how to use language features**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Use noun phrases (1 adjective)	Use noun phrases (2 adjectives)	Use expanded noun phrases using 'with'	Use expanded noun phrases using a preposition		
	Use senses to add to description		Use similes and extended similes is, e.g. as tall as a giraffe, as blue as the sky on a clear, summer day	Use alliteration	Use onomatopoeia, metaphor and personification	Use different inference techniques from reading  Use questions that draw the reader in

**Component 4: Know how to plan**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
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Order given picture prompts to show the structure of a piece of writing with adult support	Order independently chosen picture prompts to show the structure of a piece of writing and what they are going to write about (orally)	Plan the structure and key vocabulary of a piece of writing recorded on a given planning map	Plan the grammatical features of a piece of writing recorded on an independently created planning map		Plan the purpose of the writing and who it is for, selecting the appropriate form  Plan ideas that are derived from their own reading and research	
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**Component 5: Know how to apply above knowledge to genre specific fiction writing**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Write a caption	Create a short coherent narrative with support using a sequence of sentences with a beginning and end, a setting, characters and plot (given)	Write a coherent narrative that has a beginning, middle and end, settings, characters and plot (given)	Write a coherent narrative with an independently created plot		Write a coherent narrative with atmosphere and integrated dialogue to convey character and advance the action	



**Component 6: Know how to apply above knowledge to genre specific non-fiction writing**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Write a label	Create a short coherent <b>non-fiction piece</b> with support using a sequence of sentences <b>and a simple heading</b>	Write coherent non-fiction writing using <b>given</b> simple subheadings	Write coherent non-fiction writing using an independently created heading and simple subheadings		Write coherent non-fiction writing using a range of organisational and presentational devices to structure text and to guide the reader: <ul style="list-style-type: none"> <li>bullet points</li> <li>underlining</li> </ul>	Write coherent non-fiction writing using: <ul style="list-style-type: none"> <li>tables</li> <li>columns</li> </ul>

**Component 7: Know how to evaluate and edit a piece of writing**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Appropriate reading strategies to be able to re-read what they have written to check that it makes sense						

	<p>Edit by discussing what they have written with adult support</p>	<p>Edit by making simple additions, revision and corrections to own writing:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with adult/peer</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>	<p>Edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to <b>age-related</b> grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</li> </ul>		<p>Edit by:</p> <ul style="list-style-type: none"> <li>• ensuring consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>	
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