

## Key Stage 2 Expeditions Writing: GRAMMAR Progression

Pennines	Cairngorms	Pyrenees & Dolomites	Appalachians	Himalayas
<p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> <li>Learn the Standard English VERB INFLECTIONS; we were, I was, I did, they were</li> <li>Identify NOUNS and add two ADJECTIVES to describe to make NOUN PHRASES</li> <li>Use of the DETERMINERS 'a' or 'an' according to whether a word begins with a vowel or consonant</li> <li>Use FRONTED ADVERBIALS</li> <li>Use CO-ORDINATING CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS) to extend sentences</li> <li>Use SUBORDINATING CONJUNCTIONS such as 'because', 'which', 'when' and 'although' to extend sentences</li> <li>Use ADVERBS such as 'then', 'next', 'soon', 'therefore' and know they modify the verb</li> <li>Use PREPOSITIONS to give more detail about the time or place of the noun</li> <li>Identify NOUNS, ADJECTIVES and VERBS</li> </ul> <p><u>PUNCTUATION</u></p> <ul style="list-style-type: none"> <li>Separate FRONTED ADVERBIALS using commas</li> <li>Use INVERTED COMMAS for speech (Rule of Five)</li> <li>Use capital letters for PROPER NOUNS</li> </ul>	<p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> <li>Use INVERTED COMMAS and the rule of five for other punctuation in direct speech</li> <li>Learn the DETERMINERS 'the', 'a' and 'an'</li> <li>Learn the POSSESSIVE PRONOUNS: My, your, his, her, our, their</li> <li>Use CONJUNCTIONS, ADVERBS and PREPOSITIONS to express time and cause</li> <li>Use a wide range of conjunctions in sentences using the ISAWAWABUB and FANBOYS acronyms</li> <li>Choose NOUNS or PRONOUNS appropriately to avoid repetition and for clarity</li> <li>Identify STANDARD ENGLISH forms for verb inflections instead of locally spoken forms (for example, we were instead of I done)</li> <li>Use the PRESENT PERFECT VERB TENSE e.g. has/have + -en or -ed; has chosen, have given, has decided</li> <li>Identify PROPER NOUNS and how they differ from COMMON NOUNS</li> <li>Use APOSTROPHES for CONTRACTIONS</li> </ul> <p><u>PUNCTUATION</u></p> <ul style="list-style-type: none"> <li>Use COMMAS after fronted adverbials</li> <li>Indicate possession by using the POSSESSIVE APOSTROPHE with plural nouns e.g. The girls' bags were on the hook.</li> </ul>	<p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> <li>Know the meaning of common PREFIXES and SUFFIXES</li> <li>Recognise the SUBJUNCTIVE MOOD for imaginary situations e.g. If I were (not If I was)</li> <li>Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning...</li> <li>Use MODAL VERBS to convey degrees of possibility</li> <li>Use ADVERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use and identify RELATIVE CLAUSES beginning with RELATIVE PRONOUNS (5 Ws and 1 T which, when, where, who, whose, that)</li> <li>Convert NOUNS or ADJECTIVES into VERBS using -ise, -ify or -ate suffixes</li> <li>Use ADVERBIALS or time, place, number or tense choices to link within and across paragraphs</li> <li>Identify the PAST and PRESENT progressive tense</li> </ul> <p><u>PUNCTUATION</u></p> <ul style="list-style-type: none"> <li>Use BRACKETS, DASHES or COMMAS to indicate parenthesis</li> <li>Use COMMAS to clarify meaning and avoid ambiguity</li> <li>Use DASHES to add clauses to sentences</li> <li>Use an ELLIPSIS for trailing off and building suspense</li> <li>New line for new speaker in DIRECT SPEECH</li> </ul>	<p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> <li>Identify FORMAL and INFORMAL speech and know the difference between them.</li> <li>Identify SYNONYMS and ANTONYMS</li> <li>Use SUBJUNCTIVE FORMS when writing e.g. If I were; Were they to come...</li> <li>Identify CONJUNCTIONS in sentences</li> <li>Identify the PASSIVE VOICE and the ACTIVE VOICE</li> <li>Identify WORD CLASSES e.g. Nouns usually have a determiner before them,</li> <li>Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast</li> <li>Know how to use the PRONOUNS I and me in sentences e.g. Jesse and I won the race. Jake invited Brian and me to dinner.</li> <li>Identify SUBJECT, VERB and OBJECT in sentences</li> <li>Use EXPANDED NOUN PHRASES to convey complicated information concisely</li> <li>Identify PREPOSITIONS (are followed by a noun.)</li> <li>Identify DETERMINERS (tell us which one, or how many).</li> </ul> <p><u>PUNCTUATION</u></p> <ul style="list-style-type: none"> <li>Count five pieces of punctuation for DIRECT SPEECH</li> <li>Add speech punctuation to DIRECT SPEECH when the reporting clause appears first e.g. He said, "How much is this?"</li> <li>Convert DIRECT SPEECH into indirect speech</li> <li>Punctuate BULLET POINTS consistently (after bullet use a capital for first word for each bullet or not)</li> <li>Use SEMI-COLONS to mark boundaries between independent clauses</li> <li>Use COLONS to introduce a list</li> <li>Use COMMAS to separate clauses</li> </ul>	<p><u>GRAMMAR</u></p> <ul style="list-style-type: none"> <li>Identify and use the PAST and PRESENT PROGRESSIVE TENSE</li> <li>Identify SUBORDINATE and MAIN CLAUSES in sentences</li> <li>Know the difference between CLAUSES and PHRASES</li> <li>Replace a CONJUNCTION or RELATIVE PRONOUN with a SEMI-COLON</li> <li>Convert NOUNS and ADJECTIVES into verbs</li> <li>Identify the more obscure SYNONYMS and ANTONYMS e.g. meagre – poor</li> <li>Identify POSSESSIVE PRONOUNS and PERSONAL PRONOUNS</li> <li>Identify MODAL VERBS and say whether they indicate certainty or possibility</li> <li>Use NOUNS as VERBS e.g. He used a cover to protect the cake. I cover my bed with a blanket on cold nights.</li> <li>Identify all types of VERB TENSES including SIMPLE PAST, PAST and PRESENT PERFECT, PAST and PRESENT PROGRESSIVE.</li> <li>Add the correct PREFIX and SUFFIX to words</li> </ul> <p><u>PUNCTUATION</u></p> <ul style="list-style-type: none"> <li>Insert COMMAS correctly into sentences</li> <li>Use COLONS and SEMI-COLONS to mark boundaries in independent clauses</li> <li>Use HYPHENS to avoid ambiguity (man-eating shark or man eating shark)</li> <li>Know by heart the plural forms of nouns that have an APOSTROPHE before the 's' e.g. children's, women's, men's</li> </ul>

