## Key Stage 2 Expeditions Writing: GRAMMAR Progression

Pennines  GRAMMAR  Learn the Standard English VERB INFLECTIONS; we were, I was, I did they were did, they were ledentify NOUNS and add two ADECTIVES to describe to make NOUN PHRASES  Learn the POSSESSIVE PRONOUNS:  Use of the DETERMINERS 'a' or 'an' according to whether a word begins with a vowel or consonant  Use FRONTED ADVERBIALS  Use CO-ORDINATING  Use SUBJONCTIONS such as For, As, Nor, But, Or, Yet, 50 (FANBOYS) to extend sentences  Use SUBJONCTING  Ochoose NOUNS or PRONOUNS  Learn the POSSESSIVE PRONOUNS and sidentify RELATIVE PRONOUNS (5)  Use and identify RELATIVE PRONOUNS (5)  Use SUBJONNATING  Pyrenees & Dolomites  Appalachians  Agammar  Learn the Standard English VERB  OKNOW the meaning of common PREFIXES and SUFFIXES  and SUFFIXES  Now the meaning of common PREFIXES and SUFFIXES  As AUBLICTIVE MOOD for imaginary situations e.g. If I were (not if I was)  Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning  Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning  Use CO-ORDINATING  OCO-ORDINATING
<ul> <li>Learn the Standard English VERB INFLECTIONS; we were, I was, I did, they were</li> <li>Identify NONDS 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 ECO-ORDINATING CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS)</li> <li>Use wide range of conjunctions in sentences</li> <li>Use and identify RELATIVE CLAUSES</li> <li>Use Interest and SUFFIXES and SUFFIXES</li> <li>Use Interest continuing of common PREFIXES and SUFFIXES a</li></ul>
of five for other punctuation in direct speech  of did, they were  of did, they were  of identify SYNONYMS and ANTONYMS  of the PETERMINERS 'the', 'a' and 'an'  of an'  of ive for other punctuation in direct speech  of all entify SYNONYMS and ANTONYMS  of the perfect form in writing e.g. If I were; builting e.g. If
speech  Identify NOUNS and add two ADJECTIVES to describe to make NOUN PHRASES  Use of the DETERMINERS 'a' or 'a' according to whether a word begins with a vowel or consonant  Use FRONTED ADVERBIALS  Use CO-ORDINATING CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS)  to extend sentences  Speech  Recognise the SUBJUNCTIVE MOOD for imaginary situations e.g. If I were (not If I was)  Use SUBJUNCTIVE FORMS when writing e.g. If I were; were they to come  Use SUBJUNCTIONS when writing e.g. If I were; were they to come  Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning  Use MODAL VERBS to convey degrees of possibility  Use ADVERBS to convey degrees of possibility  Earl of the DETERMINERS 'the', 'a' and wand identify RELATIVE CLAUSES  Use of the DETERMINERS 'the', 'a' and 'an'  Use FRONTED ADVERBIALS  Use a wide range of conjunctions in sentences using the ISAWAWABUB and FANBOYS acronyms  Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  Use and identify RELATIVE CLAUSES  Use and identify RELATIVE CLAUSES  Use BUBJUNCTIVE FORMS when writing e.g. If I were; were they to come  Use SUBJUNCTION on ANTONYMS and ANTONYMS  Use SUBJUNCTIVE FORMS when writing e.g. If I were; were they to come  Identify SVBONDINATE and MAIN CLAUSES  None Helptify CONJUNCTIONS in sentences  Use FORMS when writing e.g. If I were; were they to come  Use SUBJUNCTIVE FORMS when writing e.g. If I were; were they to come  Use FULL ORDINATE and MAIN CLAUSES  Use SUBJUNCTIVE FORMS when writing e.g. If I were; were they to come  Use FULL ORDINATE and ANTONYMS  Use SUBJUNCTION in the not
<ul> <li>Learn the DETERMINERS 'the', 'a' and 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 ECO-ORDINATING CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS) to extend sentences</li> <li>Learn the DETERMINERS 'the', 'a' and '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 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</li> <li>Use and identify RELATIVE CLAUSES</li> <li>Uses SUBJUNCTIVE FORMS when writing e.g. If I were; Were they to come</li> <li>Uses SUBJUNCTIVE FORMS when writing e.g. If I were; Were they to come</li> <li>Uses SUBJUNCTIVE FORMS when writing e.g. If I were; Were they to come</li> <li>Uses Identify CONJUNCTIONS in sentences</li> <li>Identify CONJUNCTIONS in sentences</li> <li>Identify CONJUNCTIONS in sentences</li> <li>Identify CONJUNCTIONS in sentences</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</li> <li>Identify POSSESSIVE PRONOUNS</li> <li>Identify ODAL VERBS and say whether</li> <li>Identify MODAL VERBS and say whether</li> </ul>
ADJECTIVES to describe to make NOUN PHRASES  • Learn the POSSESSIVE PRONOUNS: • Use of the DETERMINERS 'a' or 'an' according to whether a word begins with a vowel or consonant • Use FRONTED ADVERBIALS • Use a wide range of conjunctions in sentences using the ISAWAWABUB and Nor, But, Or, Yet, So (FANBOYS) to extend sentences  • Learn the POSSESSIVE PRONOUNS:  • Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning  • Use the PRESENT PERFECT form in writing to mark relationships in time and cause e.g. She has been to the bank that morning  • Use MODAL VERBS to convey degrees of possibility  • Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  • Use and identify RELATIVE CLAUSES  • Know the difference between CLAUSES and PHRASES  • Replace a CONJUNCTION or RELATIVE PRONOUN with a SEMI-COLON  determiner before them, • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Know how to use the PRONOUNS I and me in sentences e.g. Jesse and I won the race. Jake invited PRONOUN with a SEMI-COLON  **OCONUS TORS OF PRONOUNS**  • Know the difference between CLAUSES and PHRASES  • Replace a CONJUNCTION or RELATIVE PRONOUN with a SEMI-COLON  **OCONUS OF PRONOUN or PRONOUNS**  • Use MODAL VERBS to convey degrees of possibility  • Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  • Use and identify RELATIVE CLAUSES  • Replace a CONJUNCTION or RELATIVE  • Identify WORD CLASSES e.g Nouns usually have a determiner before them, • Use more sophisticated ADVERBIALS • Identify ONDAL VERBS and Seminary  • Identify ONDAL VERBS and Seminary  • Use more sophisticated ADVERBIALS • Know how to use the PRONOUNS I and me in sentences e.g. Jesse and I won th
<ul> <li>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 a wide range of conjunctions in Sentences using the ISAWAWABUB and Nor, But, Or, Yet, So (FANBOYS) to extend sentences</li> <li>Use and identify RELATIVE CLAUSES</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 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 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 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 a wide range of conjunctions in sentences</li> <li>Use ADVERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use ADVERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use and identify RELATIVE CLAUSES</li> <li>Udentify 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</li> <li>Identify MODAL VERBS and say whether</li> </ul>
<ul> <li>Use of the PETERMINERS 'a' or 'an' according to whether a word begins with a vowel or consonant</li> <li>Use FRONTED ADVERBIALS</li> <li>Use a wide range of conjunctions in Sor, Nor, But, Or, Yet, So (FANBOYS)</li> <li>To extend sentences</li> <li>My, your, his, her, our, their writing to mark relationships in time and cause e.g. She has been to the bank that mornings.</li> <li>Use MDDAL VERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use ADVERBS and 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 e.g. perhaps, surely</li> <li>Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use ADVERBS to convey degrees of possibility e.g. perhaps, surely</li> <li>Use and identify RELATIVE CLAUSES</li> <li>Use of the PETERMINERS 'a' or 'an' according to whether a word begins with a vowel or consonant each to the bank that morning</li> <li>Use CONJUNCTIONS, ADVERBS 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 MODAL VERBS and say whether</li> <li>Use MODAL VERBS and and the ACTIVE VOICE ond the ACTIVE VOICE o</li></ul>
**Constraint of the bank that begins with a vowel or consonant of the bank that beding with a vowel or consonant of the bank that beding with a vowel or consonant of the bank that beding with a vowel or consonant of the bank that beding with a vowel or consonant o
begins with a vowel or consonant Use FRONTED ADVERBIALS Use CO-ORDINATING CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS) to extend sentences  PREPOSITIONS to express time and morning  Use MODAL VERBS to convey degrees of possibility  Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  Use ADVERBS to convey degrees of possibility e.g. perhaps, surely  Use and identify RELATIVE CLAUSES  Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely  Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely  Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely  Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely  Use MODAL VERBS to convey degrees of possibility e.g. perhaps, surely  Use MODAL VERBS into verbs  ANTONYMS e.g. and a result, as a consequence, in contrast  Use MODAL VERBS into verbs  ANTONYMS e.g. meagre – poor  Undentify POSSESSIVE PRONOUNS  Use MODAL VERBS and say whether
• Use FRONTED ADVERBIALS • Use CO-ORDINATING • Use a wide range of conjunctions in sentences using the ISAWAWABUB and Nor, But, Or, Yet, So (FANBOYS) • Use and identify RELATIVE CLAUSES • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more sophisticated ADVERBIALS e.g. as a result, as a consequence, in contrast • Use more s
• Use a wide range of conjunctions in  CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS) to extend sentences  • Use a wide range of conjunctions in possibility  possibility  a consequence, in contrast  • Know how to use the PRONOUNS I and me in possibility e.g. perhaps, surely  • Use and identify RELATIVE CLAUSES  • Use and identify RELATIVE CLAUSES  • Use a wide range of conjunctions in possibility • Use ADVERBS to convey degrees of possibility • Use ADVERBS to convey degrees of possibility • Use and identify RELATIVE CLAUSES  • Use and identify RELATIVE CLAUSES  • Use and identify RELATIVE CLAUSES  • Identify MODAL VERBS and say whether
CONJUNCTIONS such as For, As, Nor, But, Or, Yet, So (FANBOYS) to extend sentences  Sentences using the ISAWAWABUB and possibility e.g. perhaps, surely  Ouse ADVERBS to convey degrees of possibility e.g. perhaps, surely  Ouse ADVERBS to convey degrees of possibility e.g. perhaps, surely  Ouse ADVERBS to convey degrees of possibility e.g. perhaps, surely  Ouse and identify RELATIVE CLAUSES
Nor, But, Or, Yet, So (FANBOYS) to extend sentences  FANBOYS acronyms  possibility e.g. perhaps, surely to extend sentences  possibility e.g. perhaps, surely to extend sentences  possibility e.g. perhaps, surely to extend sentences  prina and me to dinner.  PERSONAL PRONOUNS  Identify MODAL VERBS and say whether
to extend sentences  • Choose NOUNS or PRONOUNS  • Use and identify RELATIVE CLAUSES  Brian and me to dinner.  • Identify MODAL VERBS and say whether
• Use SUBORDINATING appropriately to avoid repetition and beginning with RELATIVE PRONOUNS (5   • Identify SUBJECT, VERB and OBJECT in sentences they indicate certainty or possibility
CONJUNCTIONS such as 'because', for clarity
'which', 'when' and 'although' to   • Identify STANDARD ENGLISH forms for   whose, that)   complicated information concisely   protect the cake. I cover my bed with a
extend sentences verb inflections instead of locally spoken • Convert NOUNS or ADJECTIVES into • Identify PREPOSITIONS (are followed by a noun.) blanket on cold nights.
• Use ADVERBS such as 'then', forms (for example, we were instead of VERBS using –ise, –ify or –ate suffixes • Identify DETERMINERS (tell us which one, or how • Identify all types of VERB TENSES including
'next', 'soon', 'therefore' and know we was, or I did instead of I done)  • Use ADVERBIALS or time, place, number many).  SIMPLE PAST, PAST and PRESENT
they modify the verb  • Use the PRESENT PERFECT VERB  or tense choices to link within and across  PUNCTUATION  PERFECT, PAST and PRESENT
• Use PREPOSITIONS to give more TENSE e.g. has/have + -en or -ed; has paragraphs • Count five pieces of punctuation for DIRECT SPEECH PROGRESSIVE.
detail about the time or place of chosen, have given, has decided • Identify the PAST and PRESENT • Add speech punctuation to DIRECT SPEECH when the • Add the correct PREFIX and SUFFIX to words
the noun  • Identify PROPER NOUNS and how they progressive tense reporting clause appears first e.g. He said, "How much PUNCTUATION  • Identify PROPER NOUNS and how they progressive tense reporting clause appears first e.g. He said, "How much PUNCTUATION  • Identify PROPER NOUNS and how they progressive tense reporting clause appears first e.g. He said, "How much PUNCTUATION
• Identify NOUNS, ADJECTIVES and differ from COMMOM NOUNS  PUNCTUATION  is this?"  • Insert COMMAS correctly into sentences
• Use APOSTROPHES for  • Use BRACKETS, DASHES or COMMAS to  • Convert DIRECT SPEECH into indirect speech  • Use COLONS and SEMI-COLONS to mark
PUNCTUATION CONTRACTIONS indicate parenthesis • Punctuate BULLET POINTS consistently (after bullet boundaries in independent clauses
• Separate FRONTED ADVERBIALS  PUNCTUATION  • Use COMMAS to clarify meaning and  use a capital for first word for each bullet or not)  • Use HYPHENS to avoid ambiguity (man-
<ul> <li>using commas</li> <li>Use COMMAS after fronted adverbials</li> <li>Use INVERTED COMMAS for</li> <li>Use INVERTED COMMAS for</li> <li>Use DASHES to add clauses to sentences</li> <li>Use DASHES to add clauses to sentences</li> <li>Use DASHES to add clauses to sentences</li> <li>Independent clauses</li> <li>Know by heart the plural forms of nouns that</li> </ul>
• Use INVERTED COMMAS for  speech (Rule of Five)  • Indicate possession by using the  • Use DASHES to add clauses to sentences  speech (Rule of Five)  • Use OLONS to introduce a list  • Know by heart the plural forms of nouns that  have an APOSTROPHE before the 's' e.g.
• Use capital letters for PROPER   nouns e.g. The girls' bags were on the   building suspense   building suspense   building suspense   children's, women's, men's
NOUNS  NO
SPEECH
ST ELCTI

