



Progression Grammar

The “grammar of literature” is a set of conventions, patterns, and symbols that help to enhance our understanding of a piece of writing.

| | EYFS | Year 1 Violets | Year 2 Clovers |
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| | | I can use regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. | I can use formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman]. |
| | | I can understand how suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). | I can use the formation of adjectives using suffixes such as – ful, –less. |
| | | I can understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat. | I can use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. |
| | | I can understand how words can combine to make sentences. | I can use subordination (using when, if, that, because) and co-ordination (using or, and, but). |

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| | | I can use joining words and joining clauses using and | I can use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon. |
| | | I can sequence sentences to form short narratives. | I can understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. |
| | | I can separate of words with spaces. | I can correct choice and consistent use of present tense and past tense throughout writing. |
| | | I can start to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. | I can use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. |
| | | I can use capital letters for names and for the personal pronoun I | I can use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. |
| | | | I can use commas to separate items in a list. |
| | | | I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. |