**Progression Stages: Grammar**

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| **Age Related Expectation** | | **Stage No.** | **Learning Outcomes** |
| **EYFS** | **0-26 months**  **P Scales 1-2** | **1** | * Use different types of everyday words (nouns, verbs and adjectives). * Begin to ask simple questions. |
| **22-36 months**  **P Scales 3** | **2** | * Uses a variety of questions, e.g. *What? Where? Who?* * Uses simple sentences. * Begins to use wording ends, e.g. *–ing, -s/-es.* |
| **30-50 months**  **P Scales 4-5** | **3** | * Begin to use more complex sentences to link thoughts, e.g. using *and* and *because.* * Question why things happen and give explanations. * Uses a range of tenses. |
| **40-60 months**  **P Scales 6-8** | **4** | * Shows an awareness of past and future. * Group letters and leave space between them as though they are writing separate words. * Hold a basic sentence and share it orally. * Show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right. |
| **ELG** | **5** | * Build and write simple sentences (that include a noun and a verb). * They use past, present and future forms when talking about events when they have happened or are to happen in the future. |
| **Year 1** | | **6** | * Identify a noun. * Identify a verb. * Build and write more than one simple sentence about the same thing in a sequence. |
| **7** | * Use ‘and’ as a joining word to combine nouns/verbs, e.g*. I saw giraffes (1) and elephants (2) at the zoo/The dog ran (1) and barked (2) at the cat.* * Identify an adjective and use them to write noun phrases, e.g. *The angry dog ran and barked at the cat.* * Identify and write question sentences. |
| **8** | * Join coordinating clauses using *and* (compound sentence) *.* E.g. The cat sat on the mat (1) and the dog jumped on the sofa (2). * Use expanded noun phrases for description (2 or more adjectives per noun), e.g. *a scruffy and miserable pirate.* * Identify and use exclamation marks (but not exclamation sentences starting with ‘How’ and ‘What’). |
| **Year 2** | | **9** | * Use expanded noun phrases for specification, e.g. *the bright blue butterfly with the spotted wings.* * Identify the use of and grammatical patterns in   ~ a statement, e.g. *The rabbit ran as fast as he could.*  *~* a question, e.g. *Why not try it yourself?*  *~* an exclamation (starting with ‘What’ or ‘How’), e.g. *What a beautiful day! How tremendous!*  ~ a command, .e.g. *Go and fetch my crown.* |
| **10** | * Write compound sentences by linking 2 independent clauses through coordinating conjunctions (*FANBOYS\*),* e.g. *On Wednesday we went to the market in Rugby but we could not find any fish for our dinner.* * Consistent use of present tense throughout writing. * Consistent use of past tense throughout writing.   *\* F – For, A – And, N – Nor, B – But (Because), O – Or, Y – Yet, S - So* |
| **11** | * Write complex sentences by linking an independent clause and a dependent clause with a subordinating conjunction (e.g. *when, if, that, because),* e.g. *My little brother will be 4 years old when it is his birthday next month.* * Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. *He was waiting/He is waiting.* |
| **Year 3** | | **12** | * Express time, place and cause using: * conjunctions (*when, so, before, after, while, because)* * adverbs (*then, next, soon, thereafter)* and including ‘ly’ suffix, e.g. *happily, carefully, miserably* * prepositions (*before, after, during, in, because)* * Change order of clauses in a sentence by starting with subordinating conjunctions, e.g. *When it is my little brother’s birthday next month he will be four years old.* * Use the present perfect form of verbs instead of the simple past, e.g. *He has gone out to play (present perfect)* contrasted with *He went out to play (simple).* |