

Colourful Semantics Progression

Why? Colourful Semantics revises and reinforces our key teaching of grammar and punctuation, working alongside the Jane Considine scheme.

When? 3 or 4 sessions per week, either whiteboard or book (aim for at least one per week recorded).

This guide shows the progression of Colourful Semantics across the school. It encompasses in all the skills in our 'Literacy Skills Progression' document.

Ensure regular '**flashbacks**' to previous learning so that taught skills are not forgotten- quizzes, games, whiteboards etc.

Colour	Year	Description
Subject	1	A subject tells us who or what a sentence is about.
Verb	1	A verb is a doing or being word. It tells us what is happening in the sentence.
Noun	1	The job of a noun is to name a person, place, object or idea. A naming word for a person, place or thing.
Punctuation	1	The stop completes a sentence. The full stop, exclamation and question mark are all used as stops.
Adjective	2	An adjective is word that gives more information about a noun.
Adverb	2	Adverbs give information about how, when or where something was done or happened.
Conjunction	3	Conjunctions join two parts of a sentence. Some join words. Some join phrases. Some join clauses.
Linking adverb	3	A linking adverb (e.g. therefore, however, meanwhile, next, then) links a sentence to the one that came before.
Preposition	3	A preposition can describe the position of something, the time when something happens or the way in which something is done.
Speech	3	Speech indicates when someone is speaking. Direct speech is surrounded by inverted commas (speech marks). Indirect speech is introduced by the pronoun 'that'.
Relative Clause	5	A relative clause is one type of subordinate clause. It is connected to the main clause by a word such as that, which, who, whom and whose (relative pronoun).

Year 3

AUTUMN TERM 1	Introduce/revise and identify the main colours/word types: Subject Verb Noun Punctuation Adjective
	Know that pronouns, nouns and proper nouns can all be the subject of a sentence
	Adverbs to express time, place and cause: then, next, soon and revise -ly adverbs: happily, carefully
	Prepositions to express time, place and cause: before, after, during, in and position next to, in front of
AUTUMN TERM 2	Compound sentences using coordinating conjunctions : <i>I like eating fish, but I don't enjoy tuna.</i>
	Complex sentences using subordinating conjunctions : until, although, even if <i>I love going to France, although I wouldn't want to live there.</i>
	Understand the difference between a phrase and a clause
	Know when to use 'a' (preceding a consonant) or 'an' (preceding a vowel or a word beginning with h).
SPRING TERM 1	Powerful verbs (especially synonyms for 'said' or 'go')
	Present perfect verbs -using 'has'/'have' (<i>She went to the shop becomes She has gone to the shop</i>)
	Past perfect verbs – using 'had' (<i>I had asked him to do that</i>)
	Irregular past-tense verbs (awake – awoke, blow – blew)
SPRING TERM 2	Pronouns – to know the difference between the subject and object with the personal pronoun (she, we, it etc)
	Pronouns – possessive adjectives <i>my your his hers its ours theirs</i>
	Quantifiers – these are almost always adjectives which give info on the quantity of something <i>enough less fewer lots of both each every a few neither either several none of</i>
SUMMER TERM 1	Use a comma after a fronted adverbial phrase, prepositional phrase, or adverb ending in -ly.
SUMMER TERM 2	Inverted commas : place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.


Year 4

AUTUMN TERM 1	Introduce/revise the main colours/word types: Subject Verb Noun Punctuation Adjective Adverb Conjunction Linking adverb (Preposition and Speech to be revised specifically – see sections below)														
	Prepositions – <i>at, underneath, since, towards, beneath, beyond</i> etc														
	Capital letters for proper nouns														
	Compound sentences using all the coordinating conjunctions <i>I like eating fish, but I don't enjoy tuna.</i>														
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for	and	nor	but	or	yet	so									
F	A	N	B	O	Y	S									
AUTUMN TERM 2	Fronted adverbials followed by a comma. Time (<i>A short while later,...</i>), Frequency (<i>Occasionally,...</i>), Place (<i>Down by the sea,...</i>), Manner (<i>Without a sound,...</i>), Degree (<i>Understandably,...</i>)														
	Starting a sentence with -ing verb, using a comma to demarcate the subordinate clause (<i>Flying through the air, Harry crashed into a hidden tree.</i>)														
	Drop-in clause with an -ing verb, placing a comma on either side of the subordinate clause (<i>Harry, flying through the air, crashed into a hidden tree.</i>)														
SPRING TERM 1	Using either a pronoun or a noun in sentences to avoid repetition and aid cohesion.														
	Possessive pronouns <i>yours, mine, theirs, ours, hers, his, its</i>														
	Expanded noun phrases (<i>The teacher becomes The strict English teacher with the grey beard</i>)														
	Compound nouns using a hyphen (<i>two-year-old, runner-up, merry-go-round</i>)														
SPRING TERM 2	Powerful verbs (<i>scream, trudge, obliterate</i>)														
	Power of 3 verb sentences (<i>Tom slammed the door, threw his books on the floor and slumped to the ground</i>)														
	Modal verbs (<i>could, should, will, can</i>)														
	Past perfect continuous verbs (<i>I had been searching for many years before that eventful day.</i>)														
SUMMER TERM 1	Possessive apostrophes for regular singular and plural nouns (<i>the dog's bone; the dogs' bones</i>)														
	Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> (Capital letter is needed between the inverted commas; new speaker, new line; add an adverb to describe the manner in which the words were said)														
SUMMER TERM 2	Specific determiners (<i>their, whose, this, that, these, those, which</i>)														
	Informal and formal language														

Year 5

AUTUMN TERM 1	Introduce/revise the main colours/word types: Subject Verb Noun Punctuation Adjective Adverb Conjunction Linking adverb Preposition Speech
	Form simple, compound and complex sentences, explicitly revising the differences between these sentence types
	Move parts of sentences around to create different effects
AUTUMN TERM 2	Commas, dashes and brackets for parenthesis ,....., -.....- (.....)
	Relative clauses
	Relative pronouns (most common: <i>which, that, whose, whoever, whomever, who, and whom</i>)
	Drop in -ed sentences (e.g. <i>Poor Tom, frightened by the dragon, was searching..... Poor Tom, frightened by the dragon, was searching.....</i>)
SPRING TERM 1	Start a sentence with expanded -ed clause (e.g. <i>Frightened of the dark, ... Frightened of the dark, ...</i>)
	Develop fronted prepositional phrases for greater effect (e.g. Throughout the stormy winter, ... Throughout the stormy winter, ...
SPRING TERM 2	Introduction to colons : (introduce a list, introduce a concept, and for playscripts) and semi-colons ; (to separate clauses and to separate items in a list)
SUMMER TERM 1	Future tense verbs (e.g. <i>will buy, will be buying, will have bought</i>)
	Modal verbs (<i>might, should, will etc</i>)
	Adverbs for degrees of possibility (<i>perhaps, probably, definitely, maybe etc</i>)
SUMMER TERM 2	Editing sentences by either expanding or reducing for meaning or effect
	Ensure secure use of compound and complex sentences

Year 6

AUTUMN TERM 1	Introduce/revise the main colours/word types: Subject Verb Noun Punctuation Adjective Adverb Conjunction Linking adverb Preposition Speech Relative clauses
	Consolidate compound sentences and coordinating conjunctions 
	Identify the subject and object of a sentence
	Connectives to signpost and create cohesion within a text: linking adverbs, order of sequence, time connectives, to add additional ideas, to add space and place, to contrast, to exemplify, to show results, to summarise
AUTUMN TERM 2	Complex sentences and subordinate conjunctions (revision)
	Combining compound and complex clauses to create a sentence (e.g. <i>The dog ran off when I chased him, but I didn't care</i> contains a subordinating conjunction <i>when</i> , and a coordinating conjunction <i>but</i> . <i>The dog ran off when I chased him, but I didn't care</i>)
	The difference between passive and active sentences and when to use the passive
	Hyphens for compound words to avoid ambiguity (e.g. <i>man eating shark</i> or <i>man-eating shark</i>)
SPRING TERM 1	Colon and bullet points for a list
	Colons to mark the boundary between clauses <i>The holiday was great; we spent the whole time surfing and swimming.</i>
	Dashes to mark the boundary between clauses <i>It's rainy - I'm fed up!</i>
	Semi-colons to mark the boundary between clauses <i>It's a bank holiday; I'm not going to rush today.</i>
	Semi-colons to demarcate within a list (if the things in the list have commas within them eg <i>The following people will accompany us: Dr Jones, expedition leader; Dr Smith, lead botanist; Mr Edwards, chef; and Dr Davies, lead medic.</i>)
SPRING TERM 2	Tense – past, present, future
	Use inverted commas accurately with punctuation, including starting a new line for each new speaker.
	Informal and formal speech: <i>find out/discover, ask for/request</i> etc. Use questions tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for informal writing: <i>If I were you...</i>
	Ellipses
SUMMER TERM 1 (Revisionary, quick sessions)	Grammatical revision to include: -modal verbs -pronouns (relative and possessive) -determiners and generalisers -rhetorical question -imperative verbs -collective nouns

	-fronted adverbial with comma Auxillary verbs Abstract nouns
SUMMER TERM 2	Flashbacks as required