

## Year 1

### Children should:

Reread own writing and check whether it makes sense.

Expect reading to make sense and check if it does not.

begin to read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions

use capital letters for the personal pronoun “I”, for names and for the first word in a sentence

End a sentence with a full stop.

use capitalisation for new lines in poetry

Add question marks to demarcate questions.

Turn statements into questions, learning a range of “wh” words, typically used to open questions: what, where, when, who, and to add question marks.

Compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.

Use exclamation marks to demarcate sentences.

Use “and” to join 2 simple sentences. understand other common uses of capitalisation e.g. for personal titles (Mr, Miss), headings, book titles, emphasis

use the term “adjective” appropriately and to understand the function of adjectives in sentences through:

- identifying adjectives in shared reading
- discussing and defining what they have in common i.e. words which qualify nouns
- experimenting with deleting and substituting adjectives and noting the effects on meaning
- collecting and classifying adjectives, e.g. for colours, sizes, moods

### Children should:

**experiment with the impact of different adjectives through shared writing**

## Year 2

Children should:

Read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)

Begin to reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.

begin to understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; use simple gender forms, e.g. his/her correctly;

use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration

use the correct choice and consistent use of the present tense and past tense throughout writing

use progressive forms of verbs (previously known and past and present continuous) in the present and past tense to mark actions in progress (for example he is drumming, she was shouting)

Write in clear sentences using capital letters, full stops, question marks and exclamation marks accurately to demarcate sentences.

Identify inverted commas (speech marks) in reading, understand their purpose, use the term correctly.

use subordinating conjunctions (when, if that because) and co-ordinating conjunction (previously called connectives) – using or, and, but

use commas to separate items in a list

To use apostrophes for omission and to mark singular possession in nouns (the girl's name)

understand and use the terms “noun”, “adjective” and “verb”

Expanded noun phrases for description and specification (for example the blue butterfly, plain flour, the man in the moon)

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

### **Terms to use in Year 2:**

**Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma**

## Year 3

Children should:

Express time, place and cause using conjunctions (for example when, before, after, while, so and because) adverbs (for example then, next, soon, therefore) or prepositions (for example before, after, during, in, because of)

introduce paragraphs as a way to group related material

Use the present perfect form of verbs instead of the simple past (for example he has gone out to play contrasted with he went out to play)

Extend knowledge and understanding of adverbs through:

- identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences
- noticing where they occur in sentences and how they are used to qualify the meaning of verbs
- collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly
- investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ....ly
- using adverbs with greater discrimination in own writing

Use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:

- noticing in speech and reading how they stand in place of nouns;
- substituting pronouns for common and proper nouns in own writing;
- distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers;
- distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;
- investigating how pronouns are used to mark gender: he, she, they, etc.,

Extend knowledge and understanding of pluralisation through

- recognising the use of singular and plural forms in speech and through shared writing
- transforming sentences from singular to plural and vice versa, noting which words have to change and which do not
- understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns
- noticing which nouns can be pluralized and which cannot, e.g. trousers, rain

Use the term “comma” appropriately and to understand the function of commas in sentences through:

- noting where commas occur in reading and discussing their functions in helping the reader
- to become aware of the use of commas in marking grammatical boundaries within sentences

Understand the basic conventions of speech punctuation (inverted commas) through:

- identifying inverted commas in reading
- beginning to use inverted commas in their own writing
- using capital letters to mark the start of direct speech
- to use the term “inverted commas”
- beginning to use inverted commas and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence

Understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through

- collecting and categorising examples and noting the differences between the singular and plural persons



## Grammar – Skills Progression

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- discussing the purposes for which each can be used
- relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts
- experimenting with transforming sentences and noting which words need to be changed

### **Terms to use in Year 3:**

**Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)**

## Year 4

Children should:

Reinforce the use of inverted commas and other punctuation to indicate direct speech (for example a comma after the reporting clause: end punctuation within inverted commas)

Use apostrophes to mark plural possession (for example the girl's names)

Use commas after fronted adverbials

Understand the grammatical difference between plurals and possessive s

Use standard English form for verb inflections instead of local spoken forms (for example we were instead of we was, or I did instead of I done)

Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (for example the teacher expanded to: the strict maths teacher with curly hair)

Use fronted adverbials (for example Later that day, I heard the bad news)

Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, inverted commas, ellipsis and to respond to them appropriately when reading

Understand the significance of word order in sentences

- that some re-orderings destroy meaning
- that some words may make sense but change the meaning of the sentence
- that sentences can be reordered to retain meaning (sometimes adding words)
- that subsequent words are governed by preceding ones

Understand the difference between direct and reported speech (e.g. "She said, " I am going" and She said that she was going e.g. through

- finding and comparing examples from reading
- discussing contexts and reasons for using particular forms and their effects
- transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added
- to use appropriate alternatives for said ensuring grammatical agreement

**Terms to use in Year 4:**

**Determiner, pronoun, possessive pronoun, adverbial**

## Year 5

Children should:

Convert nouns, or adjectives into verbs using suffixes (for example –ate: -ise; -ify)

use verb prefixes ( for example, dis, de, mis, over and re

use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun

Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example (might, will, should must)

use devices to build cohesion within a paragraph (for example then, after, that this firstly)

Link ideas across paragraphs using adverbials of time (for example later), place (for example nearby) and number (for example secondly) or tense choice (for example he had seen her before)

Use brackets, dashes or commas to indicate parenthesis

Use commas to clarify meaning or ambiguity

Understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal a list

Begin to use the colon and semi colons in their writing

Investigate word order by examining how far the order of words in sentences can be changed:

- which words are essential to meaning
- which can deleted without damaging the basic meaning
- which words or groups of words can be moved into a different order

Investigate clauses through:

- identifying the main clause in a long sentence
- investigating sentences which contain more than one clause
- understand how clauses are connected (e.g. by combining 3 short sentences into 1)

Discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions

be aware of the differences between spoken and written language, including:

- the need for writing to make sense away from immediate context
- the use of punctuation to replace intonation, pauses, gestures
- the use of complete sentences

**Terms to use in Year 5:**

**Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

## Year 6

Children should:

Understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing

- transforming a sentence from active to passive and vice-versa
- to note and discuss how changes from active to passive affect the word order and sense of a sentence
- to know how sentences can be re-ordered by changing from one to the other
- to consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator
- to use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the green house was broken [by me])

Understand the term “impersonal voice” and to be able to write in this style

Understand features of formal official language through, e.g. :

- collecting and analysing examples, discussing when and why they are used
- noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary
- collecting typical words and expressions, e.g. “Those wishing to ...”, “hereby ...”, “forms may be obtained ....”

Understand how words are related by meaning as synonyms and antonyms (for example big, large, little)

Revise the language conventions and grammatical features of the different types of text such as:

- Narrative (e.g. stories and novels)
  - Recounts (e.g. anecdotes, accounts of observations, experiences)
  - Instructional texts (e.g. instructions and directions)
  - Reports (e.g. factual writing, description)
  - Explanatory texts (how and why)
  - Persuasive texts (e.g. opinions and promotional literature)
  - Discussion texts (e.g. balanced arguments)
- Investigate connecting words and phrases:
- collect examples from reading and thesauruses
  - study how points are typically connected in different kinds of text
  - classify useful examples for different kinds of text – for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently)
  - identify connectives which have multiple purposes e.g. on, under, besides

Identify, understand and form complex sentences through, e.g.:

- using different connecting devices
- reading back complex sentences for clarity of meaning, and adjusting as necessary
- evaluating which links work best
- identifying main clauses
- using appropriate punctuation

Secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.

Become aware of conditionals through:



## Grammar – Skills Progression

- using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition
- using these forms to construct sentences which express, e.g. possibilities, hypotheses
- exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)

Conduct detailed language investigations through interviews, research and reading e.g. of proverbs, dialect, study of headlines

Confidently use the punctuation marks: colon, semi-colon, dash, bracket and hyphen

Use the semi colon and dash to mark the boundary between independent clauses (for example, its raining: I'm fed up)

Use the colon to introduce a list and use of semi colons within lists

Use of bullet points to list information.

Learn how hyphens can be used to avoid ambiguity (for example man eating shark verses man-eating shark)

understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example find out-discover, ask for-request, go in-enter)

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing for example the use of question tags: he's your friend, isn't he? Or the use of subjunctive forms such as if I were or were they to come in some very formal writing and speech.

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections ( for example the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis

### **Terms to use in Year 6:**

**Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon. Semi colon, bullet points**