



# Grammar Progression and Coverage Years 1 - 6

Year	<u>New Grammar Concepts</u>	<u>Grammar to Recap</u>												
Y1	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1f5fe;"> <th colspan="2" style="text-align: left; padding: 5px;">Year 1: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td style="width: 15%; padding: 5px;"><b>Word</b></td> <td style="padding: 5px;">           Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun   <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)             How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]         </td> </tr> <tr> <td style="padding: 5px;"><b>Sentence</b></td> <td style="padding: 5px;">           How <b>words</b> can combine to make <b>sentences</b>            Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> </td> </tr> <tr> <td style="padding: 5px;"><b>Text</b></td> <td style="padding: 5px;">           Sequencing <b>sentences</b> to form short narratives         </td> </tr> <tr> <td style="padding: 5px;"><b>Punctuation</b></td> <td style="padding: 5px;">           Separation of <b>words</b> with spaces             Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>             Capital letters for names and for the personal <b>pronoun I</b> </td> </tr> <tr> <td style="padding: 5px;"><b>Terminology for pupils</b></td> <td style="padding: 5px;">           letter, capital letter            word, singular, plural            sentence            punctuation, full stop, question mark, exclamation mark         </td> </tr> </tbody> </table>	Year 1: Detail of content to be introduced (statutory requirement)		<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]	<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<b>Text</b>	Sequencing <b>sentences</b> to form short narratives	<b>Punctuation</b>	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b>	<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	
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# Grammar Progression and Coverage Years 1 - 6

Y2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">56</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p><u>statement</u>, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 1  
 Letter  
 Capital letter  
 Word  
 Singular  
 Plural  
 Sentence (What is a sentence?)  
 Punctuation  
 Full stop  
 Question mark  
 Exclamation mark  
 Clauses (What is a clause)



# Grammar Progression and Coverage Years 1 - 6

Y3

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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## Year 1

Letter, capital letter, word  
 Sentence and clause (what is a clause?)  
 Singular, plural  
 Punctuation: full stop, question mark, exclamation mark

## Year 2

Noun, noun phrase  
 Sentence types: statement, question, exclamation, command  
 Compound  
 Suffix  
 Adjective, adverb, verb  
 Tense (past, present, present progressive, past progressive)  
 Apostrophes for singular possession and omission  
 Commas for a list  
 Coordinating and subordinating conjunctions



# Grammar Progression and Coverage Years 1 - 6

Y4

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## Year 1

Letter, capital letter, word  
Sentence and clause (what is a clause?)  
Singular, plural  
Punctuation: full stop, question mark, exclamation mark

## Year 2

Noun, noun phrase  
Sentence types: statement, question, exclamation, command  
Compound  
Suffix  
Adjective, adverb, verb  
Tense (past, present, present progressive, past progressive)  
Apostrophes for singular possession and omission  
Commas for a list  
Coordinating and subordinating conjunctions

## Year 3

Prepositions  
Adverbs  
Word family  
Prefixes  
Main clause and subordinate clause  
Direct speech and inverted commas  
Consonants and vowels  
Present perfect form/tense  
Simple past tense



## Grammar Progression and Coverage Years 1 - 6

Y5

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

### Year 1

Sentence and clause (what is a clause?)  
Punctuation: exclamation mark

### Year 2

Sentence types: statement, question, exclamation, command  
Compound  
Adjective, adverb, verb  
Tense (past, present, present progressive, past progressive)  
Apostrophes for singular possession and omission  
Coordinating and subordinating conjunctions

### Year 3

Prepositions  
Adverbs  
Word family  
Main clause and subordinate clause  
Direct speech and inverted commas  
Present perfect form/tense  
Simple past tense

### Year 4

Determiner  
Pronoun, possessive pronoun  
Adverbials and fronted adverbials  
Apostrophes for plural possession  
Standard English



# Grammar Progression and Coverage Years 1 - 6

Y6

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

## Year 1

Sentence and clause (what is a clause?)  
Punctuation: exclamation mark

## Year 2

Sentence types: statement, question, exclamation, command  
Compound  
Adjective, adverb, verb  
Tense (past, present, present progressive, past progressive)  
Apostrophes for singular possession and omission  
Coordinating and subordinating conjunctions

## Year 3

Prepositions  
Adverbs  
Word family  
Main clause and subordinate clause  
Direct speech and inverted commas  
Present perfect form/tense  
Simple past tense

## Year 4

Determiner  
Pronoun, possessive pronoun  
Adverbials and fronted adverbials  
Apostrophes for plural possession  
Standard English

## Year 5

Modal verb  
Relative pronoun/clause  
Parenthesis, bracket, dash  
Cohesion, ambiguity