



**West Pennard C of E Primary School**

## **Grammar Progression (Year 1 to 6)**

**(2021-2022)**

**Our school vision...**

*'Since God so loved us, so we must love one another'*

*(1 John 4 v11)*

*Valuing our Christian foundation, we care for each other and our world.*

*We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.*

*Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.*

## **Grammar Rationale**

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

At West Pennard, teachers include the following to support grammatical understanding:

- To provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- To monitor pupil's progress and determine targets via marking and group working and intervene with specific targets as required;
- The teaching of correct grammatical terminology is vital to the children's understanding and use of the English language and as such all teachers must use the terminology set by the National Curriculum (2014) grammar and punctuation appendices. This will enable pupils to discuss, use and recognise their grammatical knowledge into independent reading and writing;
- Within the planning of English the grammar or punctuation feature to be taught must be explicitly referred to;
- Teachers must demonstrate the use of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing, during the English lesson, provides opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing;
- Specific grammar, punctuation and spelling will be taught and then teachers will assess application in writing tasks.

## West Pennard's Progression of Grammar Skills

Year 1 Grammar Coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use conjunctions of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have":	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

Year 2 Grammar Coverage					
Suffixes – adding "-ness" and "-er" to form a noun: <i>kind – kindness</i>	Adding "-ly" to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding "-ed": <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, "dog" to "terrier"	Similes using "like": <i>...like hot chillies...</i> <i>...cold like a glacier</i>

Compound nouns: noun + noun ( <i>football</i> ) adjective + noun ( <i>whiteboard</i> )	Coordinating conjunctions to create a compound sentence: <i>Or, and, but</i>	Command, using the imperative form of a verb: <i>give... take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal conjunctions: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>When, if, that, because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>	Use first, second and third person with subject-verb agreement	Using determiners/generalis ers: <i>Most, some, all, many, much, more</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun ( <i>the red balloon</i> ) determiner + noun + prepositional phrase ( <i>the cat in the basket</i> )	Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like, he/she likes, we like, they like, you like</i>	Apostrophes of omission: <i>he didn't he couldn't</i>	Onomatopoeia	
Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “- er” and “-est”: <i>big – bigger – biggest</i>	write a statement that starts with a capital letter and finishes with a full stop	Use present continuous tense: <b>“to be” + “-ing”</b> <i>I am playing he/she is playing they are playing</i>	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Alliteration (verb + noun): <i>dancing dandelions hiding hyenas</i>	

## Year 3 Grammar coverage

<p>Formation of nouns using <b>prefixes</b>:</p> <p><i>auto- anti- super- under-</i></p>	<p>Expressing time, place and cause, using</p> <p><b>prepositions</b>: <i>before, after, during, in, because of</i></p>	<p><b>Exaggerated language</b>: <i>unbelievable, glorious, etc.</i></p>	<p>To make the <b>plural</b> for nouns ending in "-ch",</p> <p>"-sh", "s", "z" or "x" by adding "-es"</p>	<p><b>Pronouns –</b></p> <p>To know the difference between the subject and object with the personal pronoun</p>	<p><b>Pronouns –</b></p> <p>Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p>
<p>Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")</p>	<p><b>Verbs –</b></p> <p>Present perfect:</p> <p><b>"has/have" + past participle</b></p> <p><i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail:</p> <p><b>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</b></p>	<p>To make the <b>plural</b> for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: <i>chief – chiefs</i></p>	<p><b>Quantifiers:</b></p> <p><i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p>	<p><b>Verbs –</b></p> <p>Use irregular simple past-tense verbs</p> <p><i>awake – awoke blow – blew</i></p>
<p><b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p><b>Powerful verbs:</b></p> <p>Synonyms for verbs such as "said" or "go" to create more powerful verbs</p>	<p><b>Inverted commas:</b></p> <p>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.</p>	<p><b>Compound sentences</b> with co-ordinating conjunctions</p>	<p>The difference between a phrase and a clause</p>	<p><b>Verbs –</b></p> <p>Past perfect:</p> <p><b>"had" + past participle</b></p>
<p>Expressing time, place and cause using <b>conjunctions</b>: <i>when, before, after, while, so, because</i></p>	<p><b>Prepositions:</b></p> <p><i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words:</p> <p><i>fear, feared, fearful, fears, fearfully</i></p>	<p><b>Complex sentences</b> using subordinate conjunctions:</p> <p><i>until although</i></p>	<p>Pattern of three for <b>persuasion</b>:</p> <p><i>Fun. Exciting. Adventurous!</i></p>	<p>Homophones and their meanings:</p> <p><i>bear – bare pear – pair</i></p>

			<i>even if</i>	
Expressing time, place and cause using <b>adverbs:</b> <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"	Know that pronouns, nouns and proper nouns can all be the subject of a sentence	

### Year 4 Grammar Coverage

<b>Possessive apostrophes</b> for regular singular and plural nouns	Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	<b>Compound nouns</b> using hyphens	<b>Repetition to persuade:</b> <i>Fun for now, fun for life</i>
<b>Informal and formal language</b>	<b>Possessive pronouns:</b> <i>yours, mine, theirs</i> <i>ours, hers, his, its</i>	<b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i>	<b>Starting a sentence with "-ing"</b> , using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i>	<b>Drop-in clause with an "-ing" verb:</b> <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
<b>Expanded noun phrases:</b> <i>Changing The teacher to The strict English teacher with the grey beard</i>	<b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i>	<b>Verbs</b> ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i>	<b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	<b>Verbs –</b> Past perfect continuous: " <b>had</b> " + <b>past participle</b> + " <b>-ing</b> "	Know the difference between a preposition and an adverb	Capital letters for <b>proper nouns</b> : names, places, days of the week, months, titles and languages	<b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"
<b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	<b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs –</b> Modal verbs: <i>could, should, would</i>	<b>Compound sentences</b> using all the co-ordinating conjunctions	<b>Adjectives</b> ending in "-ed": <i>frightened, scared, etc.</i>
<b>Using inverted commas</b> where the speech is preceded by the speaker:				

### Year 5 Grammar Coverage

<p><b>Suffixes:</b> converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"</p>	<p><b>Brackets for parenthesis</b></p>	<p>Developing technical language</p>	<p><b>Edifying</b> sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p><b>Metaphors</b></p>
<p><b>Verb prefixes:</b> "dis-", "de-", "mis-", "over-" and "re-"</p>	<p><b>Dashes for parenthesis</b></p>	<p>Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause</p>	<p><b>Drop-in "-ed" clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p><b>Future tense verbs</b></p>	<p><b>Rhetorical questions</b></p>
<p>Indicating degrees of possibility using <b>modal verbs</b>: <i>might, should, will, must</i></p>	<p><b>Commas for parenthesis</b></p>	<p><b>Conjunctions</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<p><b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, none, everything, anything, nothing</i></p>	<p><b>Onomatopoeia</b></p>	<p><b>Personification</b></p>
<p>Indicating degrees of possibility using <b>adverbs</b>: <i>perhaps, surely</i></p>	<p><b>Relative pronouns:</b></p> <ul style="list-style-type: none"> <li>• who</li> <li>• which</li> <li>• that</li> <li>• whom</li> <li>• whose</li> </ul>	<p><b>Start a sentence</b> with an expanded "-ed" clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p><b>Colons</b> for play scripts and to start a list</p>	<p>Secure use of <b>compound sentences</b></p>
<p>Embellishing simple sentences</p>	<p><b>Relative clauses</b> to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun</p>	<p>Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p>		

<b>Year 6 Grammar Coverage</b>					
<p><b>Informal and formal speech:</b> <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I were you...</i></p>	<p>Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p><b>Dashes</b> to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p><b>Semicolons</b> to demarcate within a list</p>	<p><b>Simple sentences and how to embellish them</b></p>	<p><b>Modal verbs</b></p>

<b>Abstract nouns</b>	<b>Repetition for effect:</b> persuasion, suspense, emphasis	<b>Colon and bullet points</b> for a list	<b>Alliteration</b>	Consolidating <b>compound sentences</b> and coordinating conjunctions	<b>Auxiliary verbs</b>
<b>Synonyms:</b> Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	<b>Connectives</b> to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise	<b>Hyphens for compound words</b> to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i>	<b>Similes</b>	<b>Complex sentences</b> and subordinate conjunctions	<b>Tense (past, present and future)</b>
<b>Antonyms:</b> using prefixes	<b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the <b>subject and object</b> of the sentence	<b>Metaphors</b>	Combining <b>complex and compound clauses</b> to create a sentence	<b>Pronouns: relative and possessive</b>
<b>Collective nouns</b>	<b>Colons</b> to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	<b>Ellipses</b> to create suspense and to show missing words in a quote	<b>Personification</b>	<b>Rhetorical questions</b>	<b>Relative clauses</b>
The difference between <b>passive and active</b> sentence and when to use the passive	<b>Semicolons</b> to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	<b>Antonyms</b> to create different effects in sentences	<b>Fronted adverbials</b>	Expanded <b>noun phrases:</b> <i>The witch, who crashed her broom, is over there, feeling dazed.</i>	<b>Determiners and generalisers</b>