Sheriffhales Primary School and Pre-School Grammar Progression

	Willow		Oak		Lime	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	• Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].	*As previous years, and:* • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as -ful, -less (a fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1 of the National Curriculum). • Use of the suffixes -er, -est in adjectives and the use of - ly in Standard English to turn adjectives into adverbs.	*As previous years, and:* • Formation of nouns using a range of prefixes [for example super-, anti-, auto-]. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble.	*As previous years, and:* • The grammatical difference between plural and possessive -s. • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	*As previous years, and:* • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]. • Verb prefixes [for example, dis-, de-, mis-, over- and re-].	*As previous years, and:* • 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]. • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	• How words can combine to make sentences. • Joining words and joining clauses using and.	*As previous years, and:* • Subordination (using when, if, that, because) and coordination (using or, and, but).	*As previous years, and:* • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because].	*As previous years, and:* • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition	*As previous years, and:* • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	*As previous years, and:* • Use of the passive to affect the presentation of information in a sentence [for example, I broke

		• 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.	adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].	phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Fronted adverbials [for example, Later that day, I heard the bad news.]	• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].	the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • 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].
Text	• Sequencing sentences to form short narratives	*As previous years, and:* • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].	*As previous years, and:* • Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation. • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play	*As previous years, and:* • Use of paragraphs to organise ideas around a theme. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	*As previous years, and:* • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for	*As previous years, and:* • Linking 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.

			contrasted with He went out to play].		example, he had seen her before].	• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	• Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.	*As previous years, and:* • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].	*As previous years, and:* • Introduction to inverted commas to punctuate direct speech.	*As previous years, and:* • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. • Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. • Use of commas after fronted adverbials.	*As previous years, and:* • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity.	*As previous years, and:* • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. • Use of the colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover].
Grammatical terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

			inverted commas (or 'speech marks')			