

Grammar Progression by Year Group

Grammar Sessions to be explicitly taught

Year 1	Year 2
<ul style="list-style-type: none">• Writing simple sentences in the first, second and third person (subject-verb agreement) –• I am happy. You are happy. He is happy.• Write a simple sentence starting with a proper noun• Noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun• Write a simple sentence, but add an adjective – He has a red ball.• Write a simple sentence and add an adverb of manner (“-ly”) – I play nicely.• Write a simple sentence with a regular simple past tense verb (adding –ed) – He worked in the classroom.• Write a sentence in simple present continuous tense (“to be” + “-ing”) – He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.• Use capital letters at the beginning of a sentence and full stops• Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is)• Write a question with a question mark• Write a word/phrase or sentence with an exclamation mark• Capital letters – “I”, proper nouns, days of the week• Changing general nouns to specific nouns, eg, “car” to “Ferrari”• How to use prepositions in a sentence• Alliteration• Similes• Write a sentence using “and”	<ul style="list-style-type: none">• To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence• To identify imperative verbs and use these in a command – Give me that pen.• Subject-verb agreement of the simple present (I like, she likes), adding a “-s” to the third person• To learn how and when to use the present continuous – I am sitting on the carpet.• To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared:<ul style="list-style-type: none">– The building was big, but the Houses of Parliament were bigger.– Tom was the tallest boy in his class.• Write a statement of fact with a capital letter and full stop• Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark• Write a short sentence with an exclamation mark• Poems using alliteration to describe either a picture or a painting.• Inverted commas: put the spoken word into inverted commas and start with a capital letter.• Expanding noun phrases to include an adjective and a prepositional phrase. – The red ball under the table• Onomatopoeia: use pictures to create words and add an exclamation mark. – Ouch!• Prepositional phrases – under the carpet..., above the whiteboard...• Time connectives – next, last, later• Developing similes using the word “like”• Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb• Commas to separate lists• Alliteration: verb + noun – dancing dolphins• Apostrophes of omission• Write two simple sentences and join them together with “and”, “but” or “or”• Write a complex sentence using “because”, “when”, “it” or “that”, placing the conjunction in the middle of the sentence – I bought a new car because my old one broke down.

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Year 3	Year 4
<ul style="list-style-type: none"> • Inverted commas • Verbs – present perfect and past perfect • Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) • Pattern of three and exaggerated language for persuasion • Complex sentences using: until, although, even if. The conjunction is found in the middle of the sentence. • Compound sentences using: and, but, for, yet, nor, so, or • Difference between clause and phrase • Difference between fewer and less. Fewer is used for count nouns (few apples) and less is used for non-count nouns (less water) • Personal pronouns (subject and object) and where to use them in the sentence • Specific and technical vocabulary • Knowing when to use “a” and “an” • Identify all the word classes of a simple sentence • Identify the subject of the sentence • Inverted commas 	<ul style="list-style-type: none"> • Possessive apostrophe for singular and regular plurals • Informal and formal language • Expanded noun phrases • Fronted adverbials • Inverted commas • Use of pronouns for cohesion and to avoid repetition • How to use specific determiners • Past perfect continuous tense • Change verbs in a sentence to give greater effect • Starting a sentence with an “-ing” verb • Write a drop-in clause with an “-ing” verb • Modal verbs • Know the difference between a preposition and an adverb • Compound sentences • Start a sentence with a preposition and a comma • Repetition to persuade • Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction • How to use possessive pronouns
Year 5	Year 6
<ul style="list-style-type: none"> • Modal verbs of possibility and obligation • Embellishing simple sentences • Brackets for parenthesis • Commas for parenthesis • Dashes/hyphens for parenthesis • Expanding phrases starting with an adjective and ending in “-ed” <ul style="list-style-type: none"> – Frightened and confused, Tom... • Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning • Relative clauses to add detail • Colons • Compound sentences • Complex sentences starting with a subordinate clause and separating the subordinate clause 	<ul style="list-style-type: none"> • Fronted adverbials • Expanded noun phrases • Determiners and generalisers • Imperatives • Semicolons • Colons • Bullet points • Dashes • Passive and active sentences • Informal and formal language • Rhetorical questions • Personification • Metaphors • Alliteration

Grammar Progression by Year Group

- Onomatopoeia
- Metaphors
- Personification
- Rhetorical questions
- Future tenses
- Moving words, phrases and clauses in a sentence to create different effects
- Editing sentences to either minimise or expand
- How to use indefinite pronouns

- Similes
- Compound sentences
- Complex sentences
- Combining complex and compound clauses
- Relative clauses to create complex sentences
- Pronouns – relative and possessive
- Ellipses
- Relative clauses
- Subject and object of the sentence
- Layout devices (could also be used in guided reading)
- Past tense
- Present tense
- Future tense
- Auxiliary verbs
- Modal verbs
- Embellishing simple sentences
- Repetition for effect
- Inverted commas

Grammar Progression by Year Group

Full coverage per Year Group

Year 1

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 connectives 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”: <i>I/you/we <u>have</u></i> <i>he/she <u>has</u></i> <i>I/you/we <u>do</u></i> <i>he/she <u>does</u></i> <i>I <u>am</u></i> <i>you/we <u>are</u></i> <i>he/she <u>is</u></i>	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”		

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Year 2

<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i></p>	<p>Onomatopoeia</p>	
<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	

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Year 3

<p>Formation of nouns using prefixes: <i>auto- anti- super- under-</i></p>	<p>Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i></p>	<p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p>	<p>To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”</p>	<p>Pronouns – To know the difference between the subject and object with the personal pronoun</p>	<p>Pronouns – 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>Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops. She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. <i>The species has many unusual features for a feline.</i></p>	<p>To make the plural 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>Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p>	<p>Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i></p>
<p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p>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.</p>	<p>Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i></p>	<p>The difference between a phrase and a clause</p>	<p>Verbs – Past perfect: “had” + past participle</p>
<p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p>	<p>Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></p>	<p>Complex sentences using subordinate conjunctions: <i>until although even if</i></p>	<p>Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i></p>	<p>Homophones and their meanings: <i>bear – bare pear – pair</i></p>
<p>Expressing time, place and cause using adverbs: <i>then, next, soon</i></p>	<p>Identifying all the word classes of a simple sentence</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p>	<p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p>		

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Year 4

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

Grammar Progression by Year Group

Year 5

<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Brackets for parenthesis</p>	<p>Developing technical language</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p>Metaphors</p>
<p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p>Dashes for parenthesis</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p>Future tense verbs</p>	<p>Rhetorical questions</p>
<p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Commas for parenthesis</p>	<p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	<p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Onomatopoeia</p>	<p>Personification</p>
<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p>	<p>Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i></p>	<p>Start a sentence 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 adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p>Colons for play scripts and to start a list</p>	<p>Secure use of compound sentences</p>
<p>Embellishing simple sentences</p>	<p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p>		

Grammar Progression by Year Group

Year 6

<p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p>	<p>Use inverted commas 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>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>
<p>Synonyms: 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".</p>	<p>Connectives to signpost and create cohesion within text:</p> <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Informal and formal speech: <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>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms: using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase</p>	<p>Relative clauses</p>
<p>The difference between passive and active sentence and when to use the passive</p>	<p>Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p>Antonyms to create different effects in sentences</p>	<p>Fronted adverbials</p>	<p>Rhetorical questions</p>	<p>Determiners and generalisers</p>
<p>Imperative verb</p>					