



Concept / Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar: Word</b>	<p>Recognise spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)</p> <p>Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling</p> <p>Adjectives Nouns Letter Formation Mark Making Practicing Patterns Developing Core Strength Posture Tripod Grip</p>	<p>Build on previous year &amp; focus on: Regular plural noun suffix -s or -es</p> <p>Adding the suffix -er to verbs</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p> <p>Adding the suffixes -er and -est to adjectives</p> <p>Adding the suffixes -ing, -ed and -er to verbs</p>	<p>Build on previous units &amp; focus on: Use of the Suffixes –er &amp; –est in adjectives</p> <p>Learn how to use -ly in Standard English to turn adjectives into adverbs</p> <p>Develop understanding of regular plural noun suffixes -s or -es</p> <p>Form adjectives using suffixes -ful and -less</p> <p>Formation of nouns using suffixes e.g. –ness, –er</p> <p>Formation of nouns by compounding</p>	<p>Build on previous year &amp; focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-</p> <p>Use of the forms 'a' or 'an'</p> <p>Formation of nouns using a range of prefixes e.g. un- -dis -mis -im -in</p> <p>Adverbs ending in -ly</p> <p>Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units &amp; focus on:</p> <p>Grammatical difference between plural and possessive -s</p> <p>Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Build on previous year &amp; focus on:</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Use verb prefixes (un-, de-, re-, over-, dis-, mis-)</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>Build on previous year &amp; focus on: Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p> <p>Converting nouns into verbs using suffixes</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p>

<p>Grammar: Sentence</p>	<p>Orally rehearse sentences</p> <p>Focus on a simple sentence- Subject, verb object. e.g. Dan had a dog.</p> <p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Conjunctions – and, because, or</p>	<p>Build on previous units &amp; focus on:</p> <p>Combining words to make sentences Joining words and clauses using ‘and’</p>	<p>Build on previous year &amp; focus on:</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p> <p>Learn that the grammatical patterns in a sentence indicate its function as a question or command</p>	<p>Build on previous year &amp; focus on:</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Learn how to use subordination (reinforce from Y2)</p> <p>Expressing time, place and cause using adverbs e.g. then, there, soon, after</p> <p>Expressing time, place and cause using prepositions e.g. before, during, after, in</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p>	<p>Build on previous year &amp; focus on:</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3)</p> <p>Fronted adverbials</p>	<p>Build on previous year &amp; focus on:</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding of relative clauses</p> <p>Use fronted adverbials</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Build on previous year &amp; focus on:</p> <p>The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Use the subjunctive forms in some very formal writing and speech</p>
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<p><b>Grammar: Text</b></p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn new vocabulary from texts</p> <p>Support recognition of the four parts of a simple narrative - opening, build up, problem and ending</p> <p>Begin to retell familiar stories and texts in their words and / or repetition.</p>	<p>Build on previous units &amp; focus on: Sequencing sentences to form short narratives</p>	<p>Build on previous units &amp; focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</p>	<p>Build on previous units &amp; focus on: Present perfect form of verbs in contrast to the simple past</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Build on previous units &amp; focus on: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Develop understanding using the present perfect forms of verbs (reinforcement from Y3)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p>	<p>Build on previous year &amp; focus on: Use of a range of sentence types for impact and cohesion</p> <p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Build on previous year &amp; focus on: using a wider range of cohesive devices - adverbials</p> <p>Use headings, sub-headings, columns and captions to structure information</p> <p>Using cohesive devices, e.g. synonyms</p> <p>Accurate tense choices throughout the writing</p> <p>Linking ideas within and across paragraphs using a wider range of cohesive devices</p>
<p><b>Grammar: Punctuation</b></p>	<p>Personal pronoun - I, he</p> <p>Capital Letters</p> <p>Full Stops</p> <p>Capital letters for names</p>	<p>Build on previous year &amp; focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun – I</p>	<p>Build on previous year &amp; focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark</p>	<p>Build on previous units &amp; focus on: Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Build on previous year &amp; focus on: Indicate parenthesis using dashes and brackets</p> <p>Commas after fronted adverbials (reinforce from Y4)</p> <p>Inverted commas to indicate direct speech (reinforce</p>	<p>Build on previous year &amp; focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p>

			<p>(contractions)</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>	<p>singular possession in nouns</p> <p>Use commas to separate items in a list</p> <p>Inverted commas to punctuate direct speech</p>	<p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>from Y4)</p> <p>Commas, brackets and dashes for parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p>	<p>Dashes and commas to indicate parenthesis</p> <p>Use hyphens to join words and avoid ambiguity</p> <p>Use range of punctuation taught at KS2 (Speech punctuation)</p> <p>Use colons to introduce a list</p> <p>Use commas to clarify meaning and avoid ambiguity</p>
Terminology for Pupils	letter, capital letter, word, sentence, full stop, question mark	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation	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, inverted commas	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