Sir John Offley CE VC Primary School

'With God all things are possible.'

Grammar whole school overview 2021-2022

Reception	Word	Use their phonic knowledge to write words in ways which match their spoken sounds.
	Sentence	How **words** can combine to make **sentences**.
	Text	Writing a simple sentence / caption which can be read by themselves and others.
	Punctuation	Separation of **words** with spaces Introduction to capital letters and full stops to demarcate **sentences**.
	Terminology	Letter, word, capital letter, sentence, full stop.

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Year 1	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*]
	Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
	Text	Sequencing **sentences** to form short narratives
	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
	Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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Year 2	Word	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 in the year 2 spelling section in English Appendix 1)
		Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –*ly* in Standard English to turn adjectives into **adverbs**
	Sentence	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*)
		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
	Text	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*]
	Punctuation	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*]
	Terminology	noun, noun phrase
		statement, question, exclamation, command
		compound, suffix
		adjective, adverb, verb
		tense (past, present)

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		apostrophe, comma
Year 3	**Word**	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*, <u>*an open box*</u>]
		Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
	Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
	Text	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* contrasted with *He went out to play*]
	Punctuation	Introduction to inverted commas to **punctuate** direct speech
	Terminology	preposition, conjunction
		word family, prefix
		clause, subordinate clause
		direct speech
		consonant, consonant letter vowel, vowel letter

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		inverted commas (or 'speech marks')
Year 4	**Word**	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*]
	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
	Text	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
	Punctuation	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**
	Terminology	determiner pronoun, possessive pronoun adverbial

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Year 5	Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]
		Verb prefixes [for example, *dis–, de–, mis–, over– and re–*]
	Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun
		Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
	Text	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 example, he *had* seen her before]
	Punctuation	Brackets, dashes or commas to indicate parenthesis
		Use of commas to clarify meaning or avoid ambiguity
	Terminology	modal verb, relative pronoun
		relative clause
		parenthesis, bracket, dash
		cohesion, ambiguity

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Year 6	**Word**	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	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke 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	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**
		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	Punctuation	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 *man-eating shark*, or *recover* versus *re-cover*]

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	Terminology	subject, object
		active, passive
		synonym, antonym
		ellipsis, hyphen, colon, semi-colon, bullet points