

## West Pennard C of E Primary School

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

(2024-2025)

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: and, but	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: a cool cat a sneaky snake	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives:  fast – faster – fastest		
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:  up, down, in, into, out, to, onto, under, inside, outside, above	Choose a specific noun: "Alsatian" rather than "dog"		
Finish the sentence with a full stop	Use conjunctions of sequence: first, second, then	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: happy – unhappy kind – unkind	Similes: as big as an elephant	Use noun phrases: adjective + noun		
Use a regular simple-past-tense verb in a sentence:  He walked to school.	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: the, a, an, my your, his, her	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: kind – kindness	Adding "-ly" to an adjective to make an adverb:	Ask a question and use a question mark	Form simple past tense by adding "-ed":  He played at school.	Move from generic nouns to specific nouns, eg, "dog" to "terrier"	Similes using "like":like hot chiliescold like a glacier		
Compound nouns:  noun + noun (football) adjective + noun( whiteboard)	Coordinating conjunctions to create a compound sentence:  Or, and, but	Command, using the imperative form of a verb: give take	Use past continuous (progressive) tense He was playing at school.	Temporal conjunctions: next, last, an hour later	Use the prepositional phrases: behind, above, along, before, between, after		
Suffixes – formation of adjectives by adding "-ful": care – careful	Subordinate conjunctions to create a complex sentence: When, if, that, because	Write a sentence that ends with an exclamation mark	Using commas to separate lists: He had a bag, ball and carpet.	Use first, second and third person with subject-verb agreement	Using determiners/generalis ers: Most, some, all, many, much, more		
Suffixes – formation of adjectives by adding "-less": help – helpless	Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase	Use simple present tense, showing subject-verb agreement:  Infinitive (add "s" to the third person)  I like, he/she likes, we like, they like, you like	Apostrophes of omission:  he didn't  he couldn't	Onomatopoeia			

	(the cat in the basket)			
Suffixes –	write a	Use present continuous tense:	To put spoken words (found in a speech	Alliteration (verb + noun):
forming comparative and superlative	statement that starts with a	"to be" + "-ing"	bubble) into inverted commas,	dancing dandelions
adjectives by doubling the final	capital letter	I am playing	starting with a capital	hiding hyenas
letter and adding "-er" and "-est":	and finishes with	he/she is playing	letter.	
big – bigger – biggest	a full stop	they are playing		

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

			Flying through the air, Harry crashed into a hidden tree.	Place a comma on either side of the subordinate clause.
Expanded noun phrases:  Changing The teacher to The strict English teacher with the grey beard	Specific determiners: their, whose, this, that, these, those, which	Verbs ending in "y": change the "y" to an "i" and add "-es" carry – carries	Comparative and superlative adjectives:  Change the "y" to an "i" and add either "-er" or "-est"  happy – happier – happiest	A sentence that gives three actions:  Tom slammed the door, threw his books on the floor and slumped to the ground.
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Verbs –  Past perfect continuous: "had" +  past participle + "-ing	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	Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
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"	Powerful verbs  Find synonyms of words to up-level sentences and give a greater effect	<b>Verbs –</b> Modal verbs: could, should, would	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": frightened, scared, etc.

**Using inverted commas** where the speech is preceded by the speaker:

Year 5 Grammar Coverage						
Suffixes:  converting nouns or adjectives into verbs  using  "-ate", "-ise" or "-ify"	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors	
Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	Dashes for parenthesis	Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause	Drop-in "-ed" clauses:  Poor Tom, frightened by the fierce dragon, ran home.	Future tense verbs	Rhetorical questions	
Indicating degrees of possibility using <b>modal verbs</b> : might, should, will, must	Commas for parenthesis	Conjunctions to build cohesions:  - Exemplification - Results - To summarise - To sequence	Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing	Onomatopoeia	Personification	
Indicating degrees of possibility using <b>adverbs</b> : perhaps, surely	Relative pronouns:  • who	<b>Start a sentence</b> with an expanded	Linking ideas across paragraphs using <b>adverbials</b> of time (later),	Colons for play scripts and to start a list	Secure use of <b>compound sentences</b>	

	<ul><li>which</li><li>that</li><li>whom</li><li>whose</li></ul>	"-ed" clause: Frightened of the dark, Tom hid under the bed all night.	place (nearby) and sequence (secondly)	
Embellishing simple sentences	Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect:  Throughout the stormy winter  Far beneath the frozen soil	Speech in inverted commas	

	Year 6 Grammar Coverage						
Informal and formal speech:  find out / discover  ask for / request  go in / enter  Using question tags for informality:  He's in your class, isn't he?  Use the subjunctive for formal writing:  If I were you	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	Dashes to mark the boundary between clauses: It's raining – I'm fed up	<b>Semicolons</b> to demarcate within a list	Simple sentences and how to embellish them	Modal verbs		
Abstract nouns	Repetition for effect: persuasion, suspense, emphasis	Colon and bullet points for a	Alliteration	Consolidating <b>compound</b> sentences and coordinating conjunctions	Auxiliary verbs		
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".	Connectives to signpost and create cohesion within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise	Hyphens for compound words to avoid ambiguity:  man eating shark  or  man-eating shark	Similes	Complex sentences and subordinate conjunctions	Tense (past, present and future)		
Antonyms:  using prefixes	Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs	Identify the <b>subject and object</b> of the sentence	Metaphors	Combining complex and compound clauses to create a sentence	Pronouns: relative and possessive		
Collective nouns	Colons to mark the boundary between clauses:  It's sunny: I'm going out to play.	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses		

The difference between	Semicolons	Antonyms	Fronted adverbials	Expanded <b>noun phrases:</b> The	Determiners and generalisers
passive and active sentence and when to use the passive	to mark the boundary between clauses:	to create different effects in sentences		witch, who crashed her broom, is over there, feeling dazed.	
	It's raining; I'm fed up				