



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: <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 conjunctions 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":	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"		

Year 2 Grammar Coverage

Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i>	Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i>	Ask a question and use a question mark	Form simple past tense by adding “-ed”: <i>He played at school.</i>	Move from generic nouns to specific nouns, eg, “dog” to “terrier”	Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i>
Compound nouns: noun + noun (<i>football</i>) adjective + noun(<i>whiteboard</i>)	Coordinating conjunctions to create a compound sentence: <i>Or, and, but</i>	Command, using the imperative form of a verb: <i>give...</i> <i>take...</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Temporal conjunctions: <i>next, last, an hour later</i>	Use the prepositional phrases: <i>behind, above, along, before, between, after</i>
Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i>	Subordinate conjunctions to create a complex sentence: <i>When, if, that, because</i>	Write a sentence that ends with an exclamation mark	Using commas to separate lists: <i>He had a bag, ball and carpet.</i>	Use first, second and third person with subject-verb agreement	Using determiners/generalis ers: <i>Most, some, all, many, much, more</i>
Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i>	Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase	Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like, he/she likes, we like, they like, you like</i>	Apostrophes of omission: <i>he didn't</i> <i>he couldn't</i>	Onomatopoeia	

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

Formation of nouns using prefixes : <i>auto- anti- super- under-</i>	Expressing time, place and cause, using prepositions : <i>before, after, during, in, because of</i>	Exaggerated language : <i>unbelievable, glorious, etc.</i>	To make the plural 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 <i>my, your, his, hers, its, ours, theirs</i>
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 <i>She has gone to the shops. instead of She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>	To make the plural 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: <i>chief – chiefs</i>	Quantifiers : <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	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 conjunctions : <i>when, before, after, while, so, because</i>	Prepositions : <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until although even if</i>	Pattern of three for persuasion : <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using adverbs : <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma 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 : <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade : <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns : <i>yours, mine, theirs ours, hers, his, its</i>	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i>	Starting a sentence with "-ing" , using a comma to demarcate the subordinate clause:	Drop-in clause with an "-ing" verb : <i>Tom, smiling secretly, hid the magic potion book.</i>

			<i>Flying through the air, Harry crashed into a hidden tree.</i>	Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i>	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
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 proper nouns : 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	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker:				

<u>Year 5 Grammar Coverage</u>					
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 complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Drop-in "-ed" clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Future tense verbs	Rhetorical questions
Indicating degrees of possibility using modal verbs : <i>might, should, will, must</i>	Commas for parenthesis	Conjunctions to build cohesions: - Exemplification - Results - To summarise - To sequence	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Onomatopoeia	Personification
Indicating degrees of possibility using adverbs : <i>perhaps, surely</i>	Relative pronouns: • <i>who</i>	Start a sentence with an expanded	Linking ideas across paragraphs using adverbials of time (<i>later</i>),	Colons for play scripts and to start a list	Secure use of compound sentences

	• which • that • whom • whose	"-ed" clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	place (<i>nearby</i>) and sequence (<i>secondly</i>)		
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: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		

Year 6 Grammar Coverage

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>	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	Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Semicolons 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 list	Alliteration	Consolidating compound 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: <i>man eating shark</i> or <i>man-eating shark</i>	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 subject and object 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: <i>It's sunny: I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses

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