



Grammar Overview

Year Group Progression Document

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word	Adjectives Plural noun suffixes -s or -es (e.g. dog, dogs; box, boxes) Suffixes that be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives.	Suffixes -ed, -ing, -er -If a word ends in 'e' -Doubling rule -The 'y' to 'i' rule. Suffixes -ness, -er Compound words (e.g. superman, whiteboard) Suffixes -ful, -less, -ment Verbs – being/doing/having Doing – slept, jumped Being – was, were, am, are, is Having – have, had, has Suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel. (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)	Convert nouns or adjectives into verbs using suffixes e.g. Active – activate, terror – terrorise, note – notify. Verb prefixes (e.g. dis-, de-, mis-, over- and re-) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	How words are related by meaning of synonyms and antonyms (e.g. big, little, large) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

Sentence

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	Learn how words can combine to make a simple sentence. Joining words using and. Joining words and clauses using and. Joining words and clauses using and/because.	Expanded noun phrases (e.g. the blue butterfly, the man in the moon) Co-ordination (using or, and, but) Subordination (using when, if, that, because) How the grammatical patterns in a sentence indication its function as a statement (The cat has a tail. The cat is fluffy. The cat slept.), question (Is my cat sleeping?), exclamation (What a beautiful cat you are!) or command (Give the cat some food.)	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <u>Later that day</u>, <i>I heard the bad news.</i>)	Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun.	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>) The difference between structures typical of informal speech and structures appropriate for formal speech. The use of subjunctive forms such as <i>If I were</i> or <u><i>Were they</i></u> to come in some very formal writing and speech.

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Text	Writing a simple sentence. Writing two simple sentences. Introduce compound sentences. Writing three simple/compound sentences. Writing three to five simple/ compound sentences. Sequencing sentences to form short narratives..	Use the simple present tense (<i>Tom jumps</i>) and simple past tense (<i>Tom jumped</i>) correctly and consistently. Use of the progressive form of verbs in the present (<i>Tom is jumping</i>) and past tense (<i>Tom was jumping</i>) to mark actions in progress.	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 (e.g. He has gone out to play contrasted with He went out to play).	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.	Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other, in contrast or as a consequence), and ellipsis. Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)

Punctuation

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	Separation of words with spaces. Introduce capital letters and full stops to demarcate a sentence. Capital letters for names and personal pronoun I. Capital letters for places and days of the week. Introduction of question marks. Introduction of exclamation mark. Use a capital letter and full stop to demarcate a sentence/s.	Commas to separate items in a list. Use apostrophes for contracted forms (e.g. didn't, I'm, I'll) Use apostrophes to mark singular possession in nouns (e.g. The cat's mat.) Use of question marks and exclamation marks.	Identify direct speech (speech bubbles) Introduction to inverted commas to punctuate direct speech where dialogue opens the sentence. <i>"Is it is raining?" asked Bob.</i>	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted comma: <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials.	Introduce split dialogue. "I wonder," ponder Pepper, "if George can come out to play." Brackets, dashes or commas to indicate parenthesis. Brackets () : Best for adding factual, non-essential, or technical information. Commas (,) : Used for a softer, more subtle break in the sentence. These are often used when the parenthesis is closely related to the main clause. Dashes (-) : Used for dramatic effect or to create a strong, emphatic pause, commonly used in creative writing Use of commas to clarify meaning or avoid ambiguity.	Use of the colon to introduce a list and use of semi-colons within lists. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.