



Grammar Overview

Year One					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> Constructing a simple sentence <ul style="list-style-type: none"> I combine words to make sentences. I can use capital letters to begin my sentences. I can use full stops to end my sentences. I use capital letters for names (proper nouns). I use capital letters for the personal pronoun (I). I sequence sentences. Co-ordination and subordination <ul style="list-style-type: none"> I join words using the conjunction <i>and</i>. I join clauses using the conjunction <i>and</i>. Sentence types <ul style="list-style-type: none"> I can use question marks to end my sentences. I can use exclamation marks to end my sentences. I can use capital letters to begin my sentences. I can use full stops to end my sentences. 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I identify nouns within sentences. I identify adjectives within sentences. I carefully choose adjectives to describe my nouns. I add -s or -es to make my noun plural. 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I use prepositions for position to show where an object is, <i>e.g. on, between, across, through</i>. I use prepositions for time to show when something happened, <i>e.g. afterwards, at, during, before</i> 	<u>S4: Verbs</u> <ul style="list-style-type: none"> I identify verbs within sentences -including (being/having/doing) I add suffixes -ing, -ed, -er to verbs. I add the prefix un- to change the meaning of verbs and adjectives. 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I sequence sentences to form stories and recounts. I can identify the past tense in my writing and the writing of others. I can identify the present tense in my writing and the writing of others. 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I can use question marks to end my sentences. I use capital letters to begin my sentences. I use full stops to end my sentences. I use capital letters for names (proper nouns).
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I use capital letters for the personal pronoun (I). I join clauses using the conjunction <i>and</i>. I use capital letters for names (proper nouns). 	<ul style="list-style-type: none"> I identify nouns within sentences. I add -s or -es to make my noun plural. 	<ul style="list-style-type: none"> I use prepositions for position to show where an object is. (on, between, across, through) I use prepositions for time to show when something happened. 	<ul style="list-style-type: none"> I identify verbs within sentences - including (being/having/doing) 	<ul style="list-style-type: none"> I can identify the past tense in my writing and the writing of others. I can identify the present tense in my writing and the writing of others. 	<ul style="list-style-type: none"> I use capital letters to begin my sentences. I use full stops to end my sentences. I use capital letters for names (proper nouns).
(v) ed next (v) ed.	• 2A sentences				• All the w's

Year Two					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> <ul style="list-style-type: none"> I can use subordinating conjunctions, e.g. <i>when, if, that, because</i>. I can use coordinating conjunctions to link clauses, e.g. <i>or, and, but, yet, so</i>. I can write a statement. I can write an exclamation. I can write a question. I can write a command. 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I can write expanded noun phrases to add extra description, e.g. <i>The beautiful, blue butterfly</i>. I can use apostrophes to mark singular possession in nouns. I use commas to separate adjectives in a nouns phrase, e.g. <i>It was a tall, elegant, mysterious figure</i>. I can use commas to separate a list of nouns. I can use a pronoun to avoid repetition, e.g. <i>The ferocious dragon flew over the castle. She prepared to land</i>. I use the terms synonym and antonym when exploring vocabulary. 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I use <i>ly</i> to change adjectives into adverbs, e.g. <i>careful - carefully</i>. I add extra information about: <i>when, where or how, e.g. now, soon, away, almost, off, fast</i>. I use similes to show how something is happening. 	<u>S4: Verbs</u> <ul style="list-style-type: none"> I choose the correct tense for my piece of writing. I can write in the simple present tense. I can write in the simple past tense. I can use the progressive form of verbs in the present and past tense, e.g. <i>She is drumming. He was shouting</i>. I can recognise when verbs are written informally or formally, e.g. <i>I cannot attend the School Council meeting today. I can't come today</i>. I can use and identify verbs within my sentences -<i>including (being/having/doing)</i>. 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I use the present tense accurately in my writing. I use the past tense accurately in my writing. I use a range of pronouns accurately in my writing to avoid repetition, e.g. <i>he, she, it, they, you</i>. 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I use question marks to end my sentences. I use exclamation marks to end exclamation sentences. I use exclamation marks for emphasis. I use commas and and to separate items in a list. I use apostrophes to mark singular possession in nouns. I can use an apostrophe to show the omission of letters.
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I can use coordinating conjunctions to link clauses, e.g. <i>or, and, but, yet, so</i>. I can write a question. 	<ul style="list-style-type: none"> I use commas to separate a list of nouns. I write expanded noun phrases to add extra description. I identify adjectives. 	<ul style="list-style-type: none"> I use <i>ly</i> to change adjectives into adverbs. 	<ul style="list-style-type: none"> I can use and identify verbs within my sentences -<i>including (being/having/doing)</i>. 	<ul style="list-style-type: none"> I use the present tense accurately in my writing. I use the past tense accurately in my writing. I use a range of pronouns accurately in my writing to avoid repetition. 	<ul style="list-style-type: none"> I use question marks to end my sentences. I use exclamation marks to end exclamation sentences. I use exclamation marks for emphasis.
<ul style="list-style-type: none"> BOYS What + ! Many questions P.C Then and now. 	<ul style="list-style-type: none"> LIST 2A 	<ul style="list-style-type: none"> Simile Adverb from adjective Double <i>ly</i> ending. 	<ul style="list-style-type: none"> (V) ED next (V) ED 	<ul style="list-style-type: none"> (V) ED next (V) ED _ing, _ed. 	<ul style="list-style-type: none"> What + ! Many questions Sound! Cause.

Year Three					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> <ul style="list-style-type: none"> I can use fronted adverbials, e.g. <i>Carefully, the boy tipped.</i> <i>Above the clouds, the magical creature flew.</i> <i>A few spins later, he toppled over.</i> I can identify conjunctions for different purposes. I can use conjunctions to express time, e.g. <i>after, before, when, since, until</i> I can use conjunctions to express place, e.g. <i>where, wherever</i> I can use conjunctions to express cause, e.g. <i>because, so that, whether, since.</i> I can recognise the main clause and subordinate clause within a sentence, e.g. <i>In the forest, where small children should never venture, a girl with a crimson hood stood still.</i> 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I can use a/an correctly depending on the vowel sound, e.g. <i>an hour, an FBI agent, a university, a European country.</i> I can use apostrophes to mark singular and plural possession. I can use preposition to add greater detail to my noun phrase, e.g. <i>the strict maths teacher with curly hair...</i> I can use pronouns within and across sentences to avoid repetition and make my writing flow. I carefully choose nouns for accuracy, e.g. <i>pot, tub, box, container, holder.</i> I can identify a range of determiners, e.g. <i>Definite article: the</i> <i>Indefinite: a, an</i> <i>Possessives: my, your, our, its, her, his, their, whose.</i> 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i> I open sentences with a simile, e.g. <i>Like a dolphin, he swam to the surface.</i> I can open sentences with an adverbial clause, e.g. <i>When he could no longer hold his breath, he swam to the surface.</i> <p><i>Note: a preposition needs an object whereas an adverb does not.</i></p>	<u>S4: Verbs</u> <ul style="list-style-type: none"> I use a range of synonyms for common verbs, e.g. <i>said, went, walked.</i> I can open sentences with a verb followed by a comma. I can use present perfect form of verbs, e.g. <i>He has gone out to play.</i> <i>Instead of -</i> <i>He went out to play.</i> I use irregular verbs in the past tense, e.g. <i>beat, awoke, bought, hid, drew, fought, did, put, saw.</i> 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I can identify and use compound and complex structures purposefully, e.g. <i>to build description -</i> <i>In the forest, where small children should never venture, a girl with a crimson hood stood still.</i> I can identify and use simple structures purposefully, e.g. <i>to build suspense -</i> <i>She was alone. There nobody else around. Or so she thought.</i> I can use paragraphs to organise around a theme (TiPToP). I can use nouns with similar meanings to vary my writing, e.g. <i>The monster, beast, creature, figure, destroyer.</i> 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I use commas after fronted adverbials. I can use inverted commas to punctuate direct speech. I can use a comma after the reporting clause, e.g. <i>The owl whispered, "Hello."</i> I use an apostrophe to show the omission of letters. I can use apostrophes to mark plural possession, e.g. <i>The girls' names were all Latin.</i>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I can identify conjunctions for different purposes and use some in my writing. I can use fronted adverbials. 	<ul style="list-style-type: none"> I use apostrophes to mark singular possession. I carefully choose nouns for accuracy. 	<ul style="list-style-type: none"> I open sentences with a single word (adverb), e.g. <i>Slowly, he swam to the surface.</i> 	<ul style="list-style-type: none"> I use a range of synonyms for common verbs. I use irregular verbs in the past tense. 	<ul style="list-style-type: none"> I can use compound sentences. 	<ul style="list-style-type: none"> I use commas after fronted adverbials. I can use inverted commas to punctuate direct speech. I use an apostrophe to show the omission of letters.
<ul style="list-style-type: none"> P.C Then and now Double ly ending 	<ul style="list-style-type: none"> Position + place, subject + action. 	<ul style="list-style-type: none"> Simile (like a / as a) 	<ul style="list-style-type: none"> Verb, person 	<ul style="list-style-type: none"> Action as if 	<ul style="list-style-type: none"> Interrobang? 2 pairs.

Year Four					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> <ul style="list-style-type: none"> I use compound and complex structures purposefully, <i>e.g. to build description.</i> I use simple structures purposefully, <i>e.g. to build suspense.</i> I recognise the main clause and subordinate clause within a sentence. 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I use apostrophes to mark singular and plural possession. I use preposition to add greater detail to my noun phrase, <i>e.g. the strict maths teacher with curly hair...</i> I use pronouns within and across sentences to avoid repetition and make my writing flow. I carefully choose nouns for accuracy, <i>e.g. pot, tub, box, container, holder.</i> I identify and use a range of determiners accurately. I can use adverbs to complement my choice of adjectives, <i>e.g. The princess was understandably upset.</i> 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I open sentences with an adverbial clause, <i>e.g. When he could no longer hold his breath, he swam to the surface.</i> 	<u>S4: Verbs</u> <ul style="list-style-type: none"> I open sentences with a verb followed by a comma. I use the present perfect form of verbs, <i>e.g. He has gone out to play. Instead of - He went out to play.</i> I can identify and use modal verbs in my speech and writing, <i>e.g. will, would, could, may, shall, should, must and ought.</i> I use the past perfect form of verbs, <i>e.g. She had written a poem.</i> <p><i>Simple past:</i> <i>She wrote a poem.</i></p> <ul style="list-style-type: none"> I use a range of irregular verbs in the past tense, <i>e.g. sought, strode, set, shed, hurt</i> 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I use paragraphs to organise around a theme (TiPToP). I use nouns with similar meanings to vary my writing, <i>e.g. The monster, beast, creature, figure, destroyer.</i> I use a range of sentence structures for effect, <i>including: complex; compound and short, simple.</i> 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I use inverted commas to punctuate direct speech. I use a comma after the reporting clause. I use hyphens to modify and/or describe nouns, <i>e.g. shiny-scaled dragon</i>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I use compound and complex structures purposefully. I use simple structures purposefully. I recognise the main clause and subordinate clause within a sentence. 	<ul style="list-style-type: none"> I use apostrophes to mark plural possession. I use a/an correctly depending on the vowel sound. I use pronouns within and across sentences to avoid repetition and make my writing flow. 	<ul style="list-style-type: none"> I open sentences with an adverbial clause. 	<ul style="list-style-type: none"> I use a range of irregular verbs in the past tense. I use the present perfect form of verbs. I can use the past perfect form of verbs. 	<ul style="list-style-type: none"> I use paragraphs to organise around a theme. I use a range of sentence structures for effect. 	<ul style="list-style-type: none"> I use inverted commas to punctuate direct speech. I use a comma after the reporting clause. I use commas to separate clauses in a sentence.
<ul style="list-style-type: none"> Action as if 	<ul style="list-style-type: none"> Position + place, subject + action. 	<ul style="list-style-type: none"> As _ ly With a (n) action, more action. 	<ul style="list-style-type: none"> Will not/will 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Italics 'stressed word'. First word last

Year Five					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> <ul style="list-style-type: none"> I can use brackets, dashes or commas to indicate parenthesis. I can use structures suitable for informal speech and formal speech and writing. I can use multi-clause structures, <i>e.g. pattern of three.</i> 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I can use relative clauses beginning with <i>who, which, where, when, whose, that</i>. I use a wide range of synonyms purposefully. I can create noun phrases using hyphens, <i>e.g. man-eating-shark man eating shark</i> I use a range of determiners accurately. 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I use adverbs to indicate degrees of possibility, <i>e.g. for example, perhaps, surely.</i> I use adverbs/adverbials to help my writing flow within paragraphs, <i>e.g. then, after that, this, firstly.</i> I use adverbs/adverbials to help my writing flow across paragraphs - <i>including: time, place and number.</i> 	<u>S4: Verbs</u> <ul style="list-style-type: none"> I identify and use modal verbs in my speech and writing, <i>e.g. will, would, could, may, shall, should, must and ought.</i> I change an active sentence to a passive sentence. I can choose to use the passive for effect, <i>e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).</i> I choose verbs which are suitably formal or informal. They suit the context of my writing, <i>e.g. find out - discover; ask for - request; go in - enter.</i> I can use the subjunctive form, <i>e.g. for speech writing - If I were to become head girl...</i> 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I use a wide range of strategies to make my writing flow, <i>e.g. adverbs, conjunctions, adverbials with different levels of formality, e.g. formal - on the other hand, in contrast, as a consequence.</i> I can use adverbials of time to link ideas across paragraphs, <i>including: place - nearby, number - secondly, tense choices - he had seen her before.</i> 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I can use dashes, brackets and commas to mark parenthesis. I can use commas to list adverbials and clauses, <i>e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.</i> I punctuate speech correctly, including the layout of dialogue. I use colons to formally introduce a list, <i>e.g. Rather than - I like: bananas, apples and pears. I like the following fruits: bananas, apples and pears.</i> I can use semi-colons to divide items in a complex list, particularly if commas have already been used, <i>e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.</i>
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I carefully from a range of sentence structures, <i>e.g. short-simple sentences to create tension.</i> 	<ul style="list-style-type: none"> I use a wide range of synonyms purposefully. I can use relative clauses beginning with <i>who, which, where, when, whose, that</i>. 	<ul style="list-style-type: none"> I use adverbs/adverbials to help my writing flow within paragraphs. I use adverbs/adverbials to help my writing flow across paragraphs. 	<ul style="list-style-type: none"> I identify and use modal verbs in my speech and writing. I change an active sentence to a passive sentence. 	<ul style="list-style-type: none"> I use a wide range of strategies to make my writing flow. 	<ul style="list-style-type: none"> I punctuate speech correctly, including the layout of dialogue. I use colons to formally introduce a list.
<ul style="list-style-type: none"> If, if, if then Object/person(a.k.a...) Name- adjective pair- Subject - 3 examples- are ll. 	<ul style="list-style-type: none"> Getting worse/getting better. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Will not/will 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Tell: show 3; examples

Year Six					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>S1: Different ways to construct sentences</u> <ul style="list-style-type: none"> I can use semi-colons to mark the boundaries between independent clauses, <i>e.g. It's raining; I'm fed up.</i> I can use colons to mark the boundaries between independent clauses, <i>e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.</i> I can use dashes to mark the boundaries between independent clauses. I use brackets, dashes or commas to indicate parenthesis. I use structures suitable for informal speech and formal speech when speaking and writing. I use multi-clause structures, <i>e.g. pattern of three.</i> 	<u>S2: Nouns and noun phrases</u> <ul style="list-style-type: none"> I use relative clauses beginning with <i>who, which, where, when, whose, that.</i> I use a wide range of synonyms purposefully. I create noun phrases using hyphens, <i>e.g. man-eating-shark man eating shark</i> 	<u>S3: Adverbials</u> <ul style="list-style-type: none"> I use a wide range of adverbials to link ideas across paragraphs, <i>e.g. on the other hand, in contrast, as a consequence.</i> I use formal adverbs to help my writing flow in non-fiction texts, <i>e.g. especially, significantly, more importantly</i> 	<u>S4: Verbs</u> <ul style="list-style-type: none"> I change an active sentence to a passive sentence. I choose to use the passive for effect, <i>e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).</i> I use the subjunctive form <i>e.g. for speech writing - If I were to become head girl...</i> 	<u>S5: Cohesion</u> <ul style="list-style-type: none"> I use adverbials of time to link ideas across paragraphs, <i>e.g. place - nearby, number - secondly, tense choices - he had seen her before.</i> 	<u>S6: Punctuation</u> <ul style="list-style-type: none"> I use dashes, brackets and commas to mark parenthesis. I use commas to list adverbials and clauses, <i>e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.</i> I use semi-colons to divide items in a complex list, particularly if commas have already been used, <i>e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.</i> I use semi-colons to link two closely related independent clauses. I use a colon to separate two independent clauses.
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
<ul style="list-style-type: none"> I use brackets, dashes or commas to indicate parenthesis. I use structures suitable for informal speech and formal speech when speaking and writing. 	<ul style="list-style-type: none"> I use relative clauses beginning with <i>who, which, where, when, whose, that.</i> I create noun phrases using hyphens. 	<ul style="list-style-type: none"> I use a wide range of adverbials to link ideas across paragraphs, <i>e.g. on the other hand, in contrast, as a consequence.</i> 	<ul style="list-style-type: none"> I change an active sentence to a passive sentence. I choose to use the passive for effect. 	<ul style="list-style-type: none"> I can use adverbials of time to link ideas across paragraphs, <i>e.g. place - nearby, number - secondly, tense choices - he had seen her before.</i> 	<ul style="list-style-type: none"> I use dashes, brackets and commas to mark parenthesis. I use commas to list adverbials and clauses. I use semi-colons to divide items in a complex list, particularly if commas have already been used.
<ul style="list-style-type: none"> If, if, if, then. Imagine 3 examples. 3_ed (3 related adjectives) 3 bad - (dash)question. Emotion-consequence. Some;others. Tell: show 3; examples. 	<ul style="list-style-type: none"> NOUN, which/who /where 				<ul style="list-style-type: none"> When;when;when;then Most important - in short. De: de(Description:det ails). Some;others. The question is: