Grammar Overview

Year One					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
S1: Different ways to construct sentences **Constructing a simple sentence** • 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** • I join words using the **conjunction** *and*. • I join clauses using the conjunction *and*. **Sentence types** • 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.	S2: Nouns and noun phrases • 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**.	S3: Adverbials • I use **prepositions** for **position** to show where an object is, *e.g. on, between, across, through*. • I use **prepositions** for **time** to show when something happened, *e.g. afterwards, at, during, before*	S4: Verbs • 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.	S5: Cohesion • 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.	S6: Punctuation • 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!
• I use capital letters for the personal pronoun (I). • I join clauses using the conjunction *and*. • I use capital letters for names (proper nouns).	• I identify nouns within sentences. • I add –s or –es to make my noun plural.	• 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.	• I identify verbs within sentences – including (being/having/doing)	• 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.	• 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
S1: Different ways to construct sentences • I can use subordinating conjunctions, e.g. *when, if, that, because.* • I can use coordinating conjunctions to link clauses, *e.g. or, and, but, yet, so.* • I can write a **statement**. • I can write an **exclamation**. • I can write a **question**. • I can write a **command**.	S2: Nouns and noun phrases • I can write expanded **noun phrases** to add extra description, *e.g.* *The beautiful, blue butterfly.* • I can use **apostrophes** to mark singular possession in nouns. • I use commas to separate adjectives in a nouns phrase, *e.g. It was a tall, elegant, mysterious figure.* • I can use commas to separate a list of nouns. • I can use a **pronoun** to avoid repetition, e.g. *The ferocious dragon flew over the castle. She prepared to land.* • I use the terms **synonym** and **antonym** when exploring vocabulary.	S3: Adverbials • I use *ly* to change adjectives into adverbs, *e.g. careful – carefully.* • I add extra information about: *when, where or how, e.g. now, soon, away, almost, off, fast.* • I use **similes** to show how something is happening.	S4: Verbs • 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.* *She is drumming.* *He was shouting.* • I can recognise when verbs are written informally or formally, *e.g.* *I cannot attend the School Council meeting today.* *I can't come today.* • I can use and identify verbs within my sentences -*including (being/having/doing).*	S5: Cohesion • 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. he, she, it, they, you.*	S6: Punctuation • 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!
• I can use coordinating conjunctions to link clauses, e.g. *or, and, but, yet, so.* • I can write a **question**.	• I use commas to separate a list of nouns. • I write expanded **noun phrases** to add extra description. • I identify adjectives.	• I use *ly* to change adjectives into adverbs.	• I can use and identify verbs within my sentences -*including (being/having/doing).*	• 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.	• I use **question marks** to end my sentences. • I use exclamation marks to end **exclamation sentences.** • I use **exclamation marks** for emphasis.
• BOYS • What + ! • Many questions • P.C • Then and now.	• LIST • 2A	• Simile • Adverb from adjective • Double *ly* ending.	• (V) ED next (V) ED	• (V) ED next (V) ED • _ing, _ed.	• What + ! • Many questions • Sound! Cause.

Year Three					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
S1: Different ways to construct sentences • I can use **fronted adverbials**, *e.g. Carefully, the boy tip-toed.* *Above the clouds, the magical creature flew.* *A few spins later, he toppled over.* • I can identify **conjunctions** for different purposes. • I can use **conjunctions** to **express time**, *e.g. after, before, when, since, until* • I can use **conjunctions** to **express place**, *e.g. where, wherever* • I can use **conjunctions** to **express cause**, *e.g. because, so that, whether, since.* • I can recognise the **main clause** and **subordinate clause** within a sentence, *e.g.* *In the forest, where small children should never venture, a girl with a crimson hood stood still.*	**S2: Nouns and noun phrases** • I can use a/an correctly depending on the **vowel sound**, *e.g. an hour, an FBI agent, a university, a European country.* • I can use **apostrophes** to mark **singular** and **plural possession.** • I can use **preposition** to add greater detail to my noun phrase, *e.g. the strict maths teacher with curly hair…* • I can use **pronouns** within and across sentences to avoid repetition and make my writing flow. • I carefully choose **nouns for accuracy**, *e.g. pot, tub, box, container, holder.* • I can identify a range of **determiners**, *e.g.* *Definite article: the* *Indefinite: a, an* *Possessives: my, your, our, its, her, his, their, whose.*	**S3: Adverbials** • I open sentences with a single word (adverb), *e.g. Slowly, he swam to the surface.* • I open sentences with a simile, *e.g. Like a dolphin, he swam to the surface.* • I can open sentences with an adverbial clause, *e.g. When he could no longer hold his breath, he swam to the surface.* Note: *a preposition needs an object whereas an adverb does not.*	**S4: Verbs** • I use a range of synonyms for common verbs, *e.g. said, went, walked.* • I can open sentences with a verb followed by a comma. • I can use **present perfect** form of verbs, *e.g.* *He has gone out to play.* *Instead of -* *He went out to play.* • I use **irregular verbs** in the past tense, *e.g. beat, awoke, bought, hid, drew, fought, did, put, saw.*	**S5: Cohesion** • I can identify and use **compound** and **complex** structures purposefully, *e.g. to build description -* *In the forest, where small children should never venture, a girl with a crimson hood stood still.* • I can identify and use **simple** structures purposefully, *e.g. to build suspense –* *She was alone. There nobody else around. Or so she thought.* • I can use **paragraphs** to organise around a theme (TiPToP). • I can use nouns with similar meanings to vary my writing, *e.g. The monster, beast, creature, figure, destroyer.*	**S6: Punctuation** • 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.* *The owl whispered, "Hello."* • I use an **apostrophe** to show the **omission** of letters. • I can use **apostrophes** to mark **plural possession**, *e.g. The girls' names were all Latin.*
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• I can identify conjunctions for different purposes and use some in my writing. • I can use fronted adverbials.	• I use apostrophes to mark singular possession. • I carefully choose nouns for accuracy.	• I open sentences with a single word (adverb), *e.g. Slowly, he swam to the surface*.	• I use a range of synonyms for common verbs. • I use irregular verbs in the past tense.	• I can use compound sentences.	• 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.
• P.C • Then and now • Double ly ending	• Position + place, subject + action.	• Simile (like a / as a)	• Verb, person	• Action as if	• Interrobang? • 2 pairs.

Year Four					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
S1: Different ways to construct sentences • I use **compound** and **complex** structures purposefully, *e.g. to build description.* • I use **simple structures** purposefully, *e.g. to build suspense.* • I recognise the **main clause** and **subordinate clause** within a sentence.	S2: Nouns and noun phrases • I use **apostrophes** to mark **singular** and **plural possession.** • I use **preposition** to add greater detail to my noun phrase, *e.g. the strict maths teacher with curly hair…* • I use **pronouns** within and across sentences to avoid repetition and make my writing flow. • I carefully choose nouns for accuracy, *e.g. pot, tub, box, container, holder.* • I identify and use a range of **determiners** accurately. • I can use **adverbs** to complement my choice of adjectives, *e.g. The princess was understandably upset.*	S3: Adverbials • I open sentences with an adverbial clause, *e.g.* *When he could no longer hold his breath, he swam to the surface.*	S4: Verbs • I open sentences with a verb followed by a comma. • I use the **present perfect** form of verbs, *e.g.* *He has gone out to play.* *Instead of -* *He went out to play.* • I can identify and use **modal verbs** in my speech and writing, *e.g. will, would, could, may, shall, should, must and ought.* • I use the **past perfect** form of verbs, *e.g.* *She had written a poem.* *Simple past:* *She wrote a poem.* • I use a range of irregular verbs in the past tense, *e.g. sought, strode, set, shed, hurt*	S5: Cohesion • I use **paragraphs** to organise around a theme (TiPToP). • I use nouns with similar meanings to vary my writing, *e.g. The monster, beast, creature, figure, destroyer.* • I use a range of sentence structures for effect, *including: complex; compound and short, simple.*	S6: Punctuation • 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, *e.g.* *shiny-scaled dragon*
Autumn One Nail It!	Autumn Two Nail It!	Spring One Nail It!	Spring Two Nail It!	Summer One Nail It!	Summer Two Nail It!
• I use **compound** and **complex** structures purposefully. • I use **simple structures** purposefully. • I recognise the **main clause** and **subordinate clause** within a sentence.	• 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.	• I open sentences with an adverbial clause.	• 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.	• I use paragraphs to organise around a theme. • I use a range of sentence structures for effect.	• 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.
• Action as if	• Position + place, subject + action.	• As _ ly • With a (n) action, more action.	• Will not/will	•	• Italics ' stressed word'. • First word last

Year Five

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
S1: Different ways to construct sentences • 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, *e.g. pattern of three.*	**S2: Nouns and noun phrases** • I can use **relative clauses beginning** with *who, which, where, when, whose, that.* • I use a wide range of **synonyms** purposefully. • I can create **noun phrases** using **hyphens**, *e.g. man-eating-shark man eating shark* • I use a range of **determiners** accurately.	**S3: Adverbials** • I use adverbs to indicate degrees of possibility, *e.g. for example, perhaps, surely.* • I use adverbs/adverbials to help my writing flow within paragraphs, *e.g. then, after that, this, firstly.* • I use adverbs/adverbials to help my writing flow across paragraphs – *including:* *time, place and number.*	**S4: Verbs** • I identify and use **modal verbs** in my speech and writing, *e.g. will, would, could, may, shall, should, must and ought.* • I change an **active sentence** to a **passive sentence.** • I can choose to use the passive for effect, *e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).* • I choose verbs which are suitably **formal** or **informal.** They suit the context of my wiring, *e.g. find out – discover; ask for – request; go in – enter.* • I can use the **subjunctive form**, *e.g. for speech writing – If I were to become head girl…*	**S5: Cohesion** • I use a wide range of strategies to make my writing flow, *e.g. adverbs, conjunctions, adverbials with different levels of formality,* *e.g. formal - on the other hand, in contrast, as a consequence.* • I can use adverbials of time to link ideas across paragraphs, *Including:* *place - nearby,* *number - secondly, tense* *choices - he had seen her before.*	**S6: Punctuation** • I can use **dashes**, **brackets** and **commas** to mark **parenthesis**. • I can use commas to list adverbials and clauses, *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 punctuate speech correctly, including the layout of **dialogue**. • I use **colons** to formally introduce a list, *e.g.* *Rather than – I like: bananas, apples and pears.* *I like the following fruits: bananas, apples and pears.* • I can use semi-colons to divide items in a complex list, particularly if commas have already been used, *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.*
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• I carefully from a range of sentence structures, *e.g. short-simple sentences to create tension.*	• I use a wide range of synonyms purposefully. • I can use relative clauses beginning with *who, which, where, when, whose, that.*	• I use adverbs/adverbials to help my writing flow **within** paragraphs. • I use adverbs/adverbials to help my writing flow **across** paragraphs.	• I identify and use modal verbs in my speech and writing. • I change an active sentence to a passive sentence.	• I use a wide range of strategies to make my writing flow.	• I punctuate speech correctly, including the layout of dialogue. • I use colons to formally introduce a list.
• If, if, if then • Object/person(a.k.a…) • Name- adjective pair- • Subject – 3 examples- are ll.	• Getting worse/getting better.	•	• Will not/will	•	• Tell: show 3; examples

Year Six					
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
S1: Different ways to construct sentences • I can use semi-colons to mark the boundaries between independent clauses, *e.g. It's raining; I'm fed up.* • I can use colons to mark the boundaries between independent clauses, *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 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, *e.g. pattern of three.*	S2: Nouns and noun phrases • I use relative clauses beginning with *who, which, where, when, whose, that.* • I use a wide range of synonyms purposefully. • I create noun phrases using hyphens, *e.g.* *man-eating-shark* *man eating shark*	S3: Adverbials • I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence.* • I use formal adverbs to help my writing flow in non-fiction texts, *e.g. especially, significantly, more importantly*	S4: Verbs • I change an active sentence to a passive sentence. • I choose to use the passive for effect, *e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).* • I use the subjunctive form *e.g. for speech writing – If I were to become head girl…*	S5: Cohesion • I use adverbials of time to link ideas across paragraphs, *e.g. place – nearby, number – secondly, tense choices – he had seen her before.*	S6: Punctuation • I use dashes, brackets and commas to mark parenthesis. • I use commas to list adverbials and clauses, *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 use semi-colons to divide items in a complex list, particularly if commas have already been used, *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 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!
• 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 relative clauses beginning with who, which, where, when, whose, that. • I create noun phrases using hyphens.	• I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence.*	• I change an active sentence to a passive sentence. • I choose to use the passive for effect.	• I can use adverbials of time to link ideas across paragraphs, *e.g. place – nearby, number – secondly, tense choices – he had seen her before.*	• 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.
• If, if, if, then. • Imagine 3 examples. • 3_ed (3 related adjectives) • 3 bad – (dash)question. • Emotion-consequence. • Some;others. • Tell: show 3; examples.	• NOUN, which/who /where	•	•	•	• When;when;when;then • Most important – in short. • De: de(Description:det ails). • Some;others. • The question is: