Grammar Curriculum

Years 1 - 6

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
1	Regular **plural noun suffixes** –*s* or –*es* (e.g. *dog*, *dogs; wish*, *wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping*, *helped*, *helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
2	Formation of **nouns** using **suffixes** such as –*ness*, –*er* Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found in the Year 2 spelling appendix.) Use of the **suffixes** –*er* and –*est* to form comparisons of **adjectives** and **adverbs**	**Subordination** (using *when*, *if*, *that*, or *because)* and **co-ordination** (using *or*, *and*, or *but*) Expanded **noun phrases** for description and specification (e.g. *the blue butterfly*, *plain flour*, *the man in the moon*) **Sentences** with different forms: statement, question, exclamation, command	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming*, *he was shouting*)	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark contracted forms in spelling	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
3	Formation of **nouns** using a range of **prefixes**, such as *super*–, *anti*–, *auto*– Use of the **determiners** *a* or *an* 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**	Expressing time and cause using **conjunctions** (e.g. *when*, *so*, *before*, *after*, *while*, *because*), **adverbs** (e.g. *then*, *next*, *soon*, *therefore*, or **prepositions** (e.g. *before*, *after*, *during*, *in*, *because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	Introduction to inverted commas to **punctuate** direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

4	The grammatical difference between **plural** and **possessive** -*s* Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition **Fronted adverbials** (e.g. <u>*Later that day*</u>, *I heard the bad news.*)	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** across **sentences** to aid cohesion and avoid repetition	Use of inverted commas to **punctuate** direct speech **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name*, *the boys' boots*) Use of commas after **fronted adverbials**	pronoun, possessive pronoun, adverbial
5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over–* and *re–*)	**Relative clauses** beginning with *who*, *which*, *where*, *why*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **modal verbs** (e.g. *might*, *should*, *will*, *must*) or **adverbs** (e.g. *perhaps*, *surely*)	Devices to build **cohesion** within a paragraph (e.g. *then*, *after that*, *this*, *firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

| 6 | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said* versus *reported*, *alleged*, or *claimed* in formal speech or writing) | Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken*)

Expanded **noun phrases** to convey complicated information concisely (e.g. <u>*the boy that jumped over the fence*</u> *is over there*, or <u>*the fact that it was raining*</u> *meant the end of sports day*)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend*, *isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) | Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*), and **ellipsis**

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up.)

Use of the colon to introduce a list

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*) | active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym |

3