

Grammar Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Use regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) and understand the effects of these suffixes on the meaning of the noun. Add suffixes -ing, -ed and -er to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>). Use the prefix -un and understand how -un changes the meaning of verbs and adjectives (e.g. <i>unkind, or undoing: untie the boat</i>)	Use suffixes -er, -est, -ful, - less, -ness and -ment. Use suffixes -ly to turn adjectives into adverbs. Understand and use compound words (e.g. whiteboard, superman).	Write nouns using a range of prefixes (e.g. super–, anti–, auto–) Use a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Understand and use word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).	Understand the grammatical difference between plural and possessive –s. Use 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). Understand and use a range of determiners before nouns (e.g. the, a, an, many, few, those, which, that, this etc)	Convert nouns or adjectives into verbs using suffixes (–ate; –ise; –ify) Use verb prefixes (dis–, de–, mis–, over– and re–)	Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg. find out – discover; ask for – request; go in – enter). Understand how words are related by meaning as synonyms and antonyms (e.g, big, large, little).
Sentence	Combine words to make sentences. Join words and clauses using and.	Use co-ordinating conjunctions (or, and, but). Use subordinating conjunctions (that, if, when, because) Write and identify expanded noun phrases (adjective, adjective, noun) for description and specification. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Expressing time, place and cause using: - Conjunctions (e.g. <i>when, before, after, while, so, because</i>) - Adverbs [e.g. <i>then, next, soon, therefore</i>] - Prepositions (e.g. <i>before, after, during, in, because of</i>) Begin to identify and use main and subordinate clauses.	Write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Understand and use fronted adverbials (e.g Later that day, I heard the bad news.) Write sentences including a main and subordinate clause.	Write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs (e.g perhaps, surely) or modal verbs (e.g. might, should, will, must).	Use of the passive voice 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>). Understand active voice and the subject within a sentence. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing: - Question tags: <i>He’s your friend, isn’t he?</i>, - Subjunctive forms such as <i>If I <u>were</u> or <u>Were they</u> to come</i>

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Text	Sequencing sentences to form short narratives	Consistently and correctly use the present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Introduction to paragraphs as a way to group related material. Use headings and subheadings 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 Use an appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using: -Adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) 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 <i>on the other hand, in contrast, or as a consequence</i>) -ellipsis Use layout devices to structure text (headings, subheadings, columns, bullets, or tables)
Punctuation	Separate words with finger spaces. Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and for the personal pronoun I.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling (contractions). Use apostrophes to mark singular possession in nouns (e.g. the girl's name).	Introduction to inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names). Use of commas after fronted adverbials	Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Terminology	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun, noun phrase statement question, exclamation, command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix suffix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points