


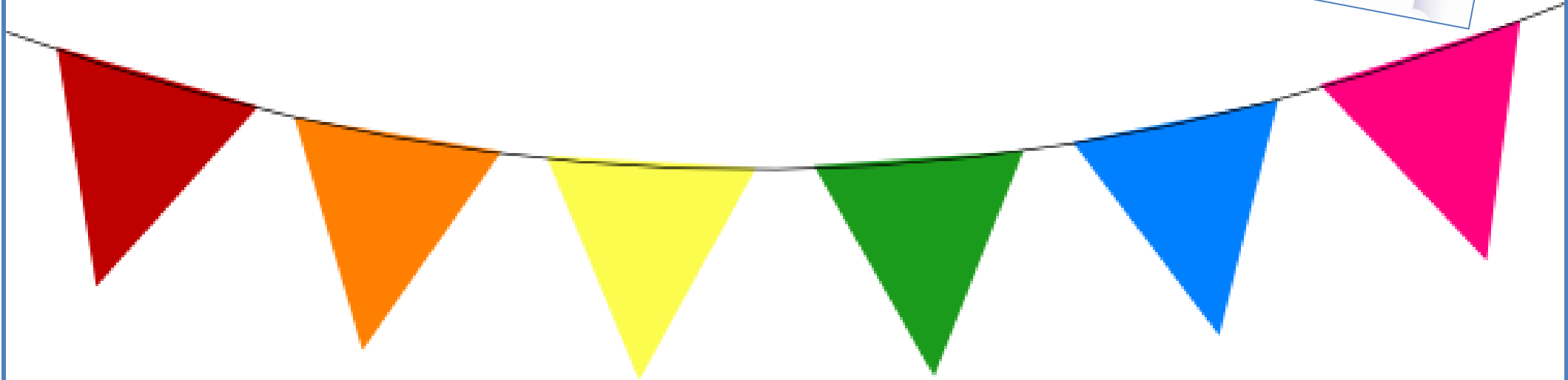
## Progression in Grammar Skills Year 1-6

Conjunctions to be taught:	Vocabulary to be taught:	Examples
<ul style="list-style-type: none"> <li>• Now</li> <li>• Soon</li> <li>• First</li> <li>• After that</li> <li>• One day/night</li> <li>• Suddenly</li> <li>• On Tuesday/Sunday etc</li> </ul> 	Letter	c
	Capital letter	I live in E <sup>ast</sup> on.
	Singular	dog
	Plural	dogs
	Sentence	I ate a cake.
	Punctuation	. ! ? “ ”
	Full stop	Sarah went to the beach.
	Question Mark	Would you like a drink?
Exclamation Mark	What a lovely day!	


### National Curriculum Objectives 2014

Pupils should be taught to:

- Develop their understanding of the concepts set out in Appendix 2 by:
- Leaving spaces between words;
- Joining words and joining clauses using ‘and’
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’



## Progression in Grammar Skills Year 1-6

Conjunctions to be taught:	Vocab to be taught:	Friendly Definitions:	Examples:
<ul style="list-style-type: none"> <li>• As</li> <li>• Or</li> <li>• If</li> <li>• Because</li> <li>• Until</li> <li>• When</li> <li>• That</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>	Noun	A 'naming' word. Used for naming an animal, person, place or thing.	The <u>lion</u> prowled through the <u>forest</u> .
	Expanded noun phrase	A group of words that work together and give extra detail to the noun.	A <u>large, black dog</u> swam across the river.
	Statement	Sentences which state facts.	I like cakes.
	Question	Sentences which ask for an answer.	Will you sit down on the chair?
	Exclamation	Sentences which express a strong feeling of emotion. Must start with 'how' or 'what'.	What a delicious cake!
	Command	Sentences which give orders or requests.	Sit down.
	Suffix	A group of letters added to the end of a word to create a new word with a different meaning.	higher, shortest, flying, finished
	Adjective	A 'describing' word. It is used to tell you more about a noun.	The lion prowled through the <u>dark</u> forest.
	Adverb	A 'describing' word. It is used to tell you more about a verb.	<u>Slowly</u> , the lion prowled through the dark forest.
	Verb	A word or group of words which tells you what a person or thing is being or doing.	The lion <u>prowled</u> through the forest.
	Simple present tense	Describes a current event or state of being.	He goes to school by bike
	Simple past tense	Describes a past event or state of being.	She washed her car.
	Past progressive tense	Verb form which shows that something has happened and is continuing.	I <u>was running</u> . We <u>were skipping</u> .
	Present progressive	Verb form which shows that something is happening and is continuous.	I <u>am walking</u> . We <u>are sleeping</u> .
	Apostrophe	Used to show that letters have been left out (contractions) Or, to show singular possession.	Could not / couldn't The girl's jacket
	Comma	Used between a list of three or more words to replace the word 'and' for all but the last instance.	I like to eat crisps, cake and chips.
	Introduction		
	Build-up problem		

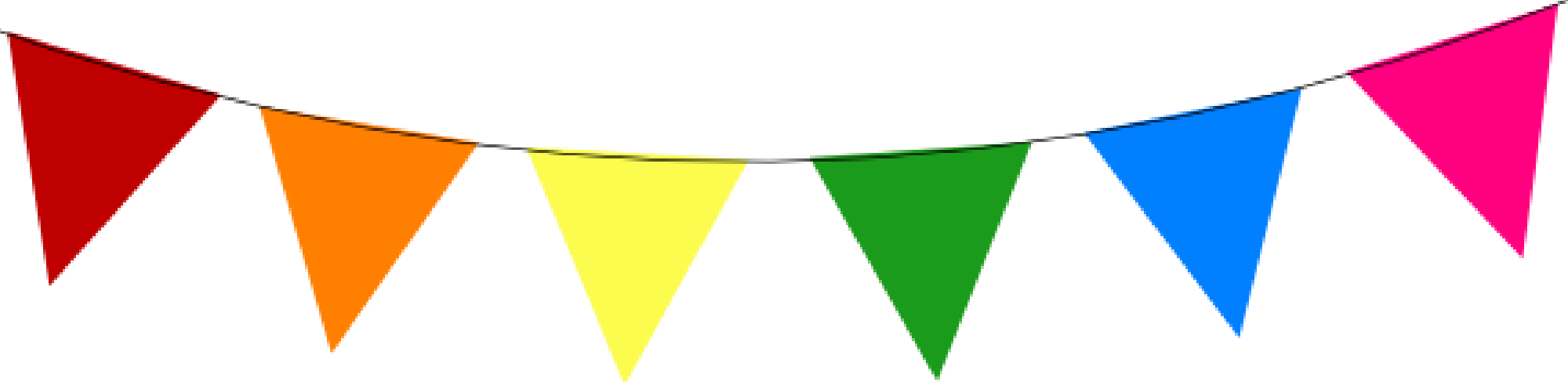
## Progression in Grammar Skills Year 1-6



Grammar objectives:

Pupils should be taught to:

- Develop their understanding of the concepts by:
  - Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statement, question, command, exclamation
  - Expanded noun phrases to describe and specify
  - The present and past tense correctly and consistently including the progressive form
  - Subordination (using when, if, that or because) and co-ordination (using or, and, or but)
  - The grammar for Year 2 in English appendix 2
  - Some features of standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing



## Progression in Grammar Skills Year 1-6

<p>Conjunctions to be taught:</p> <ul style="list-style-type: none"> <li>• Although</li> <li>• after</li> <li>• before</li> <li>• unless</li> <li>• however</li> <li>• without warning</li> <li>• therefore</li> <li>• whenever</li> <li>• while</li> </ul>	Vocab to be taught:	Friendly Definitions:	Examples:
	Preposition	A word that indicates place or direction.	The glider flew <b>through</b> the air. She works <b>in</b> the kitchen.
	Prepositional phrase	Includes the object that the preposition is referring to and any other words that link it to the preposition. It begins with a preposition, a noun/pronoun and it may include an adjective. It never contains a verb	He hid <b>beneath the duvet.</b> When the siren sounded they all set off <b>into the ancient woods.</b>
	Conjunction Meanwhile Finally In conclusion In addition/additionally	Joins two parts of a sentence and helps to show the connection between the two parts if a sentence.	Time and cause: He was fond of playing basketball <b>because</b> it was his father's favourite game.
	Present Perfect Verbs	Verbs which show actions which are now completed. It has a strong connection to the present and Includes the present tense 'have, has' and a past tense verb.	I have walked to school. She has baked a cake.
	Word family	Root words and derivatives	
	Prefix	Prefixes are groups of letters added to the beginning of a word, changing its meaning.	<b>un</b> happy <b>dis</b> appoint
	Clause	Are groups of words that contain a subject and a verb.	The fast, red squirrel darted up a tree.
	Main clause	A clause that contains a subject and an object.	John likes bananas. 'John' is the subject, 'bananas' is the object.
	Direct speech	<b>Direct speech</b> is a sentence in which <b>the exact words spoken are reproduced in speech marks.</b>	"You'll never guess what I've just seen!" said Sam, excitedly.
	Dialogue	Speech.	
	Inverted commas	The punctuation used for demarcating direct speech.	<b>"Hello Little Hen,"</b> I whispered. Each new character's speech starts on a new line. Each line of speech starts with a capital. Speech is opened with inverted commas. The line of speech ends with a comma, exclamation mark or question mark. The speech is closed with inverted commas. A reporting clause is used at the end (said Jane, <u>shouted</u> Paul, <u>replied</u> Mum). A full stop goes after the reporting clause.
	Consonant / Vowel	Vowels a ,e, i, o, u	



## Progression in Grammar Skills Year 1-6

		All the rest are consonants. Sometimes 'y' stands in as a vowel.	
	Paragraph	Paragraphs are sections of text, used to structure writing to make it clear and easy to read	
	Heading	The title of a piece of non – chronological writing eg: newspaper, report	
	Subheading	Text split up into paragraphs and each paragraph on a different aspect of the subject. Sub-headings are used for each paragraph.	



**Grammar objectives:**

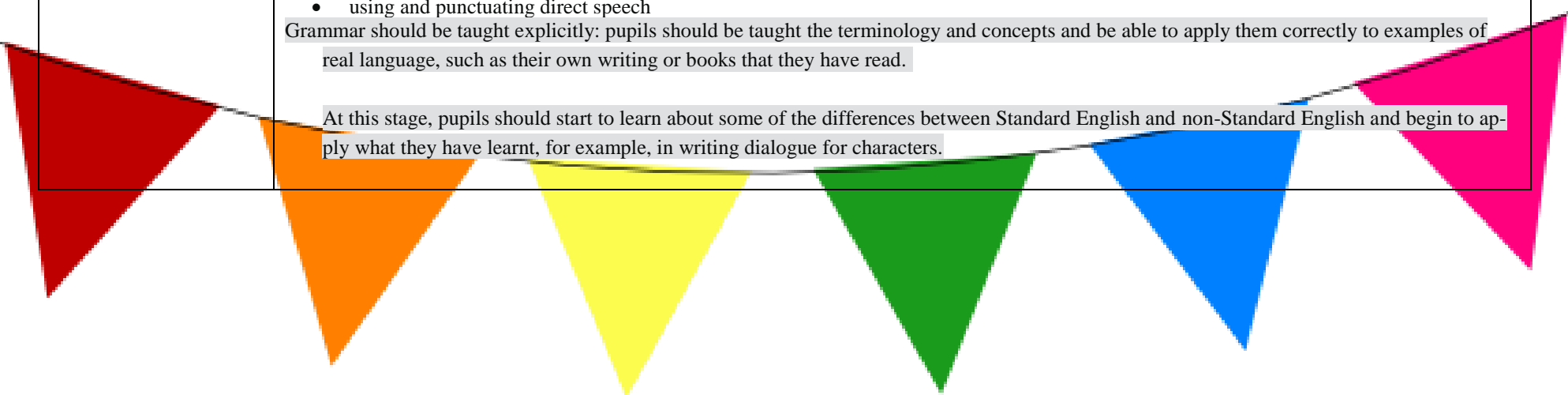
Pupils should be taught to:

Develop their understanding of the concepts set out above by :


- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- using conjunctions, adverbs and prepositions to express time and cause
- using and punctuating direct speech

Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.



Progression in Grammar Skills  
Year 1-6

Conjunctions to be taught:	Vocabulary to be taught	Definitions of tricky terminology	Examples
<ul style="list-style-type: none"> <li>• Meanwhile,</li> <li>• Finally</li> <li>• In conclusion,</li> <li>• In addition, Additionally</li> </ul> 	Determiner	Determiners are words that help to 'pin down' the exact number or definiteness of nouns.	<b>The Blue Ship</b>
	Pronoun	Is a word that takes the place of a noun	(I, you, they, we, him, us) Would you like to go with us to the cinema?
	Possessive Pronoun	Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. These are all words that demonstrate ownership.	The dog is mine. The ring is hers.
	Fronted Adverbial	Tells the reader when, where and how something happens. It is called a fronted adverbial because it is placed at the 'front' of the sentence. A comma must be placed after a fronted adverbial.	The day after tomorrow, I'm going to the zoo.
	Metaphor	When you use a metaphor, you are saying that a person, an object or thing IS something else.	Saucepan eyes glared back at him. The Mayor glared with eyes of ice.
	Imperative	Imperatives are verbs; they are also commands.	Sit! Stand! Listen!
	1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> person	<b>1<sup>st</sup> person</b> – If a text is written in the first person 'I', 'me' or 'we' is used. <b>2<sup>nd</sup> person</b> – the pronouns 'you', 'yours'. Second person writing is often appropriate for email writing. <b>3<sup>rd</sup> person</b> – 'he', 'she' or 'it' may be used when referring to a person, place, thing or idea.	<b>1<sup>st</sup> person</b> <i>I</i> like cream cakes. <b>2<sup>nd</sup> person</b> <i>You</i> are the smartest person in the room! <b>3<sup>rd</sup> person</b> <i>He</i> gobbled the cakes.
	Common/Proper/ Collective/Abstract	A <b>common noun</b> is a naming word for something (cat, dog, cake) A <b>collective noun</b> describes groups of nouns. <b>Abstract nouns</b> – are things that you cannot touch. <b>Compound nouns</b> – are made up of more than one word. <b>Proper Noun</b> – a name used for an individual person, place or organization; it is spelt with a capital letter.	Common – table Proper Noun – Easton, Cheryl Baker Collective – A swarm of bees Abstract – Sadness Compound - paperclip
	Onomatopoeia	It's a word that mimics the sound of the object or action it refers to. When you pronounce a word, it will mimic its sound.	BANG! CRASH! BOOM!
	Rhetorical Question	A <b>rhetorical question</b> is a <b>question</b> that you ask without expecting an answer. The <b>question</b> might be one that does not have an answer	How would you like to sleep on the street?
Expanded Noun Phrase	An expanded noun phrase is more than a determiner plus the noun it modifies. Expanded noun phrases give extra detail. E.G The very old cat	The bright blue, beautiful butterfly with the fluttering wings on its back.	

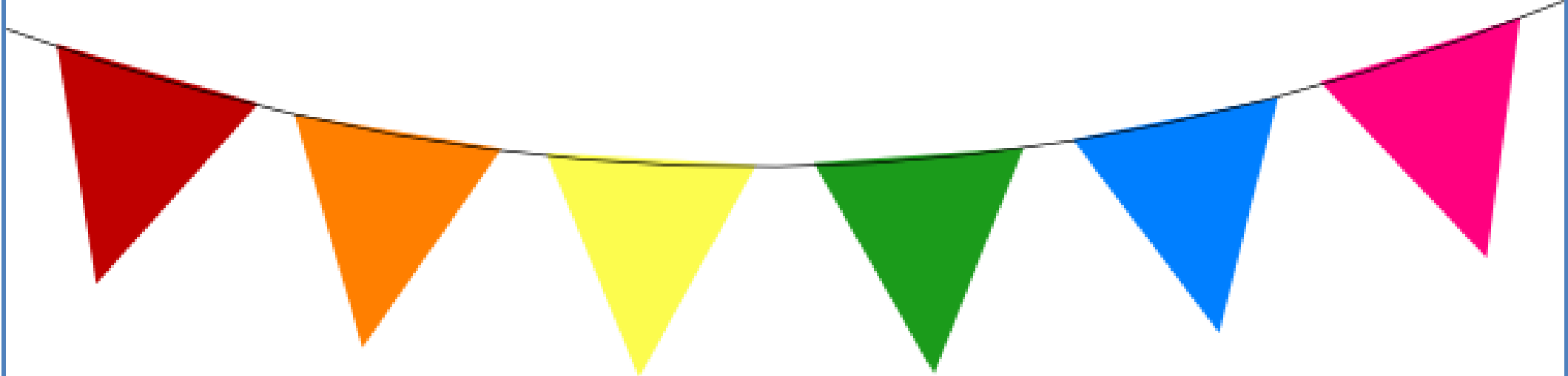
## Progression in Grammar Skills Year 1-6

**Children should be taught to:**


Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Using conjunctions, adverbs and prepositions to express time and cause.



## Progression in Grammar Skills Year 1-6

Conjunctions to be taught:	Vocab to be taught:	Friendly Definitions:	Examples:
<ul style="list-style-type: none"> <li>• Except</li> <li>• Despite</li> <li>• In comparison to</li> <li>• Instead of</li> </ul> 	Modal verb	An auxiliary (extra) verb which expresses necessity or possibility.	Must, should, shall, will, should, would, can, could, may, might
	Relative pronoun	Used to link a relative clause to another part of a sentence and has the job of introducing the relative clause.	That, which, who, whom, whomever, whichever
	Relative clause	A specific type of subordinate clause which adapts, describes or modifies the noun.	She lives in Norwich, <u>which is a cathedral city</u> . My Gran, <u>who is 82</u> , goes swimming every day.
	Parenthesis	Additional information in a sentence. If it is removed, the sentence still makes sense.	The defendant, <u>Michael Evans</u> , sat in silence.
	Bracket	( ) Used for parenthesis	Josie ( <u>an escaped wallaby from London Zoo</u> ) attacked two young sisters.
	Comma	Used to clarify meaning	The panda eats shoots and leaves The robber at the cafe eats, shoots and leaves.
	Dash	- A line used to separate a sentence where there is an interruption which disrupts the flow.	Bill doesn't like chips – or so he says.
	Inverted commas	Used to indicate direct speech. For example – use of a lower case letter after a question or exclamation.	“Stop!” screeched Mum.
	Cohesion	The way in which text is ‘stuck together’ using clear signals for a reader.	Use of words such as – finally, thus, however
	Ambiguity	A word or sentence which is not clear about its intention or meaning.	
	Formal	Language used in situations which are serious or with people we don't know well.	She has decided to accept the job.
	Informal	Language more commonly used in situations which are relaxed and involve people we know well.	She's decided to accept the job.
	Hyperbole	Exaggeration which may be used for emphasis or humour.	Faster than the speed of light. My birthday will never come.
	Literal		
	Figurative	Using words or ideas to suggest meaning and mental images – metaphor, simile, personification, hyperbole, onomatopoeia	
	Modifiers	A word, phrase or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific.	Lee caught a <u>small</u> mackerel. Lee <u>accidentally</u> caught a small whelk.
	Abstract noun	A noun that you cannot sense – an emotion, an idea or an ideal.	Justice, bravery, happiness
	Concrete noun	A noun that can be experienced through our senses.	Door, room, toy
	Verb form		
	Fact	Something that is true	



## Progression in Grammar Skills Year 1-6



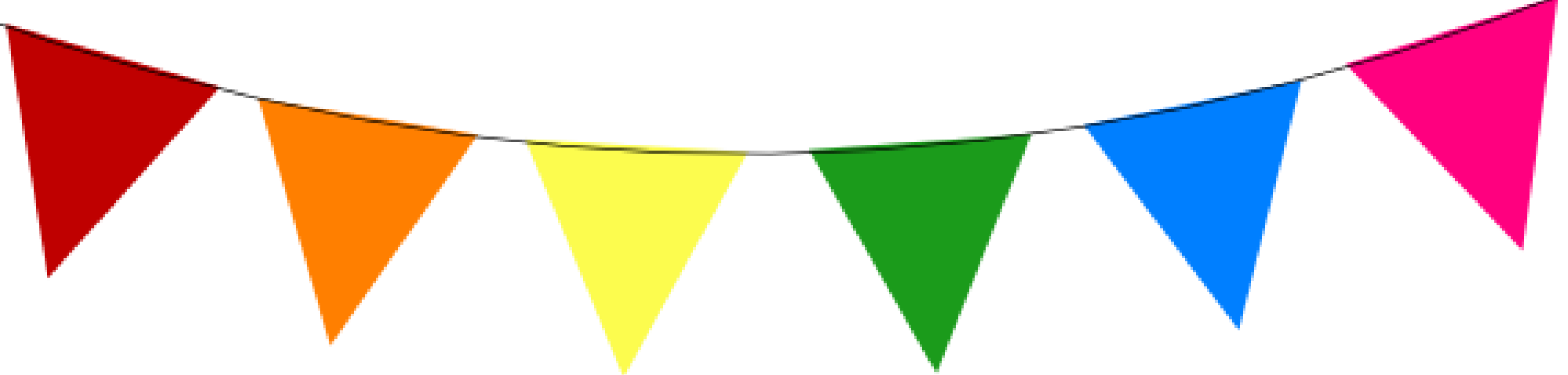
Opinion

A personal idea or thought about something, which may or may not be true. Others may disagree.


**Grammar objectives:**

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using brackets, dashes or commas to indicate parenthesis
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



## Progression in Grammar Skills Year 1-6

Conjunctions to be taught:	Vocab to be taught:	Friendly Definitions:	Examples:
<ul style="list-style-type: none"> <li>• If necessary</li> <li>• According to</li> <li>• Consequently</li> <li>• Nevertheless</li> <li>• Whereas</li> </ul> 	Subject	The <b>subject</b> of a sentence is the person, place, thing, or idea that is <i>doing</i> or <i>being</i> something. You can find the subject of a sentence if you can find the <b>verb</b> . Ask the question, "Who or what is <i>doing</i> or <i>being</i> and the answer to that question is the subject.	<b>The man</b> ate a cream cake.
	Object	The <b>object</b> is the <b>thing or person that is involved in an action, but does not carry it out.</b>	The man ate <b>a cream cake.</b>
	Active voice	When the <b>subject performs the action</b> in the sentence	Will kicked the ball.
	Passive voice	When the <b>object performs the action</b> in the sentence	The ball was kicked by Will.
	Synonym	<b>Synonyms are words with the same or similar meanings.</b> Use a Thesaurus to find synonyms of words.	<b>Joyful</b> is a synonym for <b>Happy</b> .
	Antonym	<b>Words with opposite meanings are called antonyms.</b> A Thesaurus will often show you the antonym of a word.	<b>Miserable / unhappy</b> are antonyms of <b>Happy</b> .
	Ellipses	An ellipsis (elipses: plural) is a punctuation mark consisting of <b>three dots</b> . It is used to show that words have been omitted from a quotation or to create a pause for effect. More specifically, an ellipsis can be used: <ol style="list-style-type: none"> <li>1. To show an omission of a word or words (including whole sentences) from a text</li> <li>2. To create a pause for effect.</li> <li>3. To show an unfinished thought.</li> <li>4. To show a trail off into silence.</li> </ol>	<ol style="list-style-type: none"> <li>1. The brochure states: "The atmosphere is tranquil ... and you cannot hear the trains." (omitted text)</li> <li>2. A credit card stolen in London was used to pay for a Chinese meal five hours later ... in Bangkok. (pause for effect)</li> <li>3. "Yeah? Well, you can just...." (unfinished thought)</li> <li>4. Standing tall and with the Lord's Prayer mumbling across our lips, we entered the chamber...." (trail off into silence)</li> </ol>
	Hyphen	This is used : Between parts of a compound word. Between a prefix and a root word where two vowels are the same. When a word needs to be divided at the end of a line. Between numbers and fractions.	A man-eating snake Co-ordinate / re-enter / cross-section / re-educate  Twenty-eight                  Three-quarters
	Colon	This is used to provide a pause before introducing related information. This may be in the form of a list.	Eva like two things: dancing and chocolate. The children will need: trainers, a hat and a cool drink.
	Semi-colon	This is used to connect independent/main clauses with related information. It replaces a conjunction.	Eva loved lollies ; strawberry ones are her favourite.

## Progression in Grammar Skills Year 1-6

Inverted commas to indicate direct speech	Where the speaker is identified between two sections of writing.	“I like that,” smiled Sarah, “because it’s exactly what I asked for.”
Bullet points	Bullet points organise information into a list, with each bullet point starting on a new line. A printed dot is known as a bullet and the word or sentence following it is sometimes known as the point.	The children took part in many activities, including: <ul style="list-style-type: none"> <li>• Raft building</li> <li>• Archery</li> <li>• Team building games</li> </ul>
Personification	Personification is giving an object human characteristics; Emotions, sensations, speech and physical movements.	<i>The cruel waves crashed mercilessly and swallowed the poor swimmer.</i>
Stressed / unstressed vowels	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	<b>Desert</b> <b>dessert</b>
Subjunctive mood	This is used to convey a mood and is often used in formal writing. The verb form ‘was’ is often replaced by ‘were’	<b>If I were you,</b> I would go and find another friend to play with.
Superlative	The superlative is the utmost degree of something. The best or the most.	Happiest / strongest / longest / prettiest / bluest That was the <b>most fun</b> we have had in ages !
Verb form: Present/Past progressive	The progressive form of a verb that shows continuous action. It can be used in the past, present and future tenses.	I am walking I was waking
Verb form: Present/ past Perfect	The perfect form of a verb shows actions that are completed. <b>Present perfect</b> – actions which are now completed. <b>Past perfect</b> – actions which were completed by a particular point in the past.	I have walked. (present perfect) I had walked. (Past perfect)
Subordinating conjunction	A subordinating conjunction introduces/creates a subordinate clause that is dependent on a main clause to qualify it.	<b>Although</b> it was raining, the children went out to play. <i>Subordinate clause</i> <i>main clause</i>
Co-ordinating conjunction	Co-ordinating conjunctions join two main clauses. The main co-ordinating conjunctions are : <b>and, but, or</b>	The clouds were a dark grey <b>and</b> it was raining. I had a terrible cold last week <b>but</b> I still went to work. You can sit at the front <b>or</b> you can stand at the back.
Modal verbs	Modal verbs appear before a main verb and they indicate degrees of possibility. Could, would, should, might, can, must, will ...	I <b>might</b> have chips for tea. We <b>could</b> use that bucket to collect water in. She <b>will</b> walk to school tomorrow.
Formal/informal ‘voice’	We use a different ‘voice’ in different situations. Different types of writing require a different ‘voice’ and therefore a	Informal ‘voice’: writing stories and poetry, post-cards or letters to friends, emails or text messages.



## Progression in Grammar Skills Year 1-6

		different use of the English language.	Formal 'voice': a business letter, instructions, explanations and reports
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:<ul style="list-style-type: none"><li>▪ using the perfect form of verbs to mark relationships of time and cause</li><li>▪ using expanded noun phrases to convey complicated information concisely</li><li>▪ using modal verbs or adverbs to indicate degrees of possibility</li><li>▪ learning the grammar for years 5 and 6 in English Appendix 2</li></ul></li><li>▪ indicate grammatical and other features by:<ul style="list-style-type: none"><li>▪ using hyphens to avoid ambiguity</li><li>▪ using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>▪ using a colon to introduce a list</li></ul></li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>			

