

## Year 1 Grammar Progression

Nouns	Sentences	Verbs	Spellings	Punctuation	Use interesting sentences
Begin to use <b>capital letters</b> for proper nouns (people and places)	Separate words with spaces	Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Regular <b>plurals</b> where you only add an “-s” or “-es”	Finish the sentence with a <b>full stop</b>	Comparative and superlative adjectives, adding, “-er” and “-est” <i>fast – faster – fastest</i>
Use a <b>capital letter</b> for “I”	Write a <b>simple sentence</b> starting with a noun/proper noun	Subject-verb agreement with first, second and third person with “to do”, “to be” and “to have”: <i>I/you/we <u>have</u> he/she <u>has</u> I/you/we <u>do</u> he/she <u>does</u> I <u>am</u> you/we <u>are</u> he/she <u>is</u></i>	Suffixes of verbs where there is no change to the spelling of the root word, adding “-ed” or “-ing” “-er” or “-est”	Use <b>question marks</b>	Orally devise alliteration: <i>a cool cat a sneaky snake</i>
	Write from memory simple sentences dictated by staff that use words and sounds learned so far.				
	Start sentences with a capital letter				
	Use determiners: <i>the, a, an, my your, his, her</i>				
Use capital letters for days of the week	Write a simple sentence starting with a personal pronoun		Use the prefix of “un-“ to create antonyms: <i>happy – unhappy kind – unkind</i>	Use <b>exclamation marks</b>	Prepositions: <i>In the, under, inside, outside, on top of next to</i>
Use <b>noun phrases</b> : adjective + noun	Write a sentence that includes an <b>adjective</b>				Similes: <i>as big as an elephant</i>
	To orally use simple coordinating conjunctions: <i>and, but</i>				
	Write a compound sentence using the coordinating conjunction “and”				
	Use words of sequence: <i>first, second, then</i>				

## Year 2 Grammar Progression

Nouns	Sentences	Verbs	Spelling	Punctuation	Use interesting sentences
Write <b>expanded noun phrases</b> : determiner + adjective + noun ( <i>the red balloon</i> ) determiner + noun + prepositional phrase ( <i>the cat in the basket</i> )	Write a <b>statement</b> that starts with a capital letter and finishes with a full stop	Use <b>simple present tense</b> , showing subject-verb agreement: Infinitive (add "s" to the third person) <i>I like</i> <i>he/she likes we</i> <i>like</i> <i>they like</i> <i>you like</i>	Suffixes – forming <b>comparative and superlative adjectives</b> by doubling the final letter and adding "-er" and "-est": <i>big – bigger – biggest</i>	Ask a question and use a <b>question mark</b>	Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i>
Begin to move from generic nouns to specific nouns, eg, "dog" to "terrier"	<b>Command</b> , using the <b>imperative</b> form of a verb: <i>give.../take...</i>	Use first, second and third person with subject-verb agreement	Adding "-ly" to an adjective to make an adverb: <i>quick – quickly</i>	Using <b>commas to separate lists</b> : <i>He had a bag, ball and carpet.</i>	Onomatopoeia
Compound nouns: noun + noun ( <i>football</i> ) adjective + noun ( <i>whiteboard</i> )	Write a <b>sentence</b> that ends with an exclamation mark	Use present continuous tense: "to be" + "-ing" <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i>	Suffixes – adding "-ness" and "er" to form a noun: <i>kind – kindness</i> <i>teach – teacher</i> (Meaning of root word remains the same)	To put <b>spoken words</b> in a speech bubble starting with a capital letter.	Similes using "as": <i>as big as an elephant</i> <i>as small as a mouse</i>
	Temporal conjunctions: <i>next, last, an hour later</i>	Form simple past tense by adding "-ed": <i>He played at school.</i>	Suffixes – formation of adjectives by adding "-ful": <i>care – careful</i>	<b>Apostrophes</b> of omission: <i>he didn't he couldn't</i>	Use the prepositional phrases: <i>behind, above, onto, between, after</i>
	<b>Coordinating conjunctions</b> to create a <b>compound sentence</b> : <i>Or, and, but</i>	Use past continuous (progressive) tense <i>He was playing at school.</i>	Suffixes – formation of adjectives by adding "-less": <i>help – helpless</i> (Meaning of root word changes)	<b>Apostrophes</b> to show singular possession: <i>the girl's hat</i>	Using determiners/generalisers: <i>Most, some, all, many, much, more</i>
	Subordinate conjunctions to create a <b>complex sentence</b> : <i>When, if, that, because</i>	Add ly adverbs to describe how.			Using <b>adverbs</b> to explain how e.g. <i>Quickly, carefully</i>

## Year 3 Grammar Progression

Nouns	Verbs	Punctuation	Spellings	Sentences	Use an increasing range of sentence structures and richer vocabulary in my writing.
Knowing when to use “a” (preceding a <b>consonant</b> ) and “an” (preceding a <b>vowel</b> or a word beginning with “h”) <i>under-</i>	Synonyms for verbs such as “said” or “go” to create more powerful verbs	<b>Inverted commas:</b> Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line	To make the plural for nouns ending in “-ch”, “-sh”, “s”, “z” or “x” by adding “-es”	Identifying all the word classes of a simple sentence	Exaggerated language: <i>unbelievable, glorious, etc.</i>
Know that <b>pronouns</b> , nouns and <b>proper nouns</b> can all be the subject of a sentence <i>She roared</i> <i>The lioness roared</i> <i>Elsa roared</i>	Use irregular <b>simple past-tense</b> verbs <i>awake</i> – <i>awoke</i> <i>blow</i> – <i>blew</i>	Use a comma after a <b>fronted adverbial phrase, prepositional phrase or adverb ending</b> in “-ly”	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “fe” to “-ves”: <i>wolf</i> – <i>wolves</i>	Compound sentences with <b>coordinating conjunctions:</b> <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor yet</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>
To know subject <b>pronouns</b> Subject pronouns <i>I - I love learning English!</i> <i>You - You are my best student.</i> <i>She - She has a nice voice.</i> <i>He - He forgot his textbook.</i> <i>It - It was on the table.</i> <i>We - We have to leave soon.</i> <i>They - They all cleaned up together.</i>	Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i> <i>I have finished my essay</i> Instead of <i>I finished my essay</i>		<b>Word families</b> based on common words: <i>fear, feared, fearful, fears, fearfully</i>	The difference between a <b>phrase and a clause.</b>	Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>

Year 3 continued

<p>Expanded noun phrase. Adjective for subject and object. <i>The rusty slide in the abandoned park.</i></p>	<p>Past perfect: "had" + past participle <i>She had gone to the shops I had written my essay</i></p>		<p>Adding prefixes un-, dis- and mis- il- in- im- re-</p>	<p>Expressing time, place and cause using <b>conjunctions of time/adverbials:</b> <i>then, next, soon, there, so</i> (time – <i>next I stood up, eating a hot dog</i> place – <i>there I stood, eating a hot dog</i> cause – <i>so there I stood, eating a hot dog</i>)</p>	<p>Pattern of three for persuasion: <i>Fun. Exciting. Adventurous!</i></p>
			<p>Homophones and their meanings: <i>bear – bare pear – pair son – sun brake - break</i></p>	<p><b>Expressing time, place and cause using conjunctions:</b> <i>when, before, after, while, where, so, because,</i> (place – <i>There was a stream where I was standing</i>) (context dependent)</p>	<p><b>Prepositions:</b> <i>next to, by the side of, in front of, during, though, throughout, because of</i></p>
			<p><b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p><b>Expressing time, place and cause using prepositions:</b> <i>before, after, during, in, because of</i> (context dependent)</p>	
			<p>Formation of nouns using <b>prefixes:</b> <i>auto- anti- super-</i></p>	<p><b>Complex sentences using subordinate conjunctions:</b> <i>until although even if</i></p>	

## Year 4 Grammar Progression

Nouns	Verbs	Punctuation	Spellings	Sentences	Use an increasing range of sentence structures and richer vocabulary in my writing.
Capital letters for <b>proper nouns</b> : names, places, days of the week, months, titles and languages	Past perfect continuous: <i>"had" + past participle + "-ing" had gone walking had been sleeping</i>	<b>Possessive apostrophes</b> for regular singular and plural nouns	-ed –ing –en E.g <i>Frightened, scaring, soften</i>	<b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i>	Repetition to persuade: <i>Fun for now, fun for life</i>
<b>Possessive pronouns:</b> <i>yours, mine, theirs</i>	Verb inflections for <b>Standard English</b> and formal use of language E.g <i>We were, If I were</i>	<b>Using inverted commas</b> where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> Comma after the reported clause.  Capital letter and punctuation are needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est"  <i>happy – happier – happiest</i>	Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the <b>subordinate clause</b> .	<b>Informal and formal language</b>
Using either a <b>pronoun</b> or the <b>noun</b> in sentences for cohesion and to avoid repetition <i>ours, hers, his, its</i>			<b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "es" <i>baby – babies</i> Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect
To know object <b>pronouns</b> <i>Me - Can they hear me?</i> <i>You - I will wait for you.</i> <i>Her - What's wrong with her?</i> <i>Him – Mary said she wants to see him.</i> <i>It - Who broke it?</i> <i>Us - She will email us tomorrow.</i> <i>You - Is anyone sitting next to you?</i> <i>Them - I will take them.</i>			Adding the suffix: -tion, -cian and -ssion	Starting a sentence with "-ing", using a comma to demarcate the <b>subordinate clause</b> :  <i>Flying through the air, Harry crashed into a hidden tree.</i>	Ed – ing – ly sentence starters.
<b>Pronouns –</b> Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>			<b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"	<b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	
<b>Expanded noun phrases:</b> Changing <i>The teacher</i> to			Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	Compound sentences using all the co-ordinating conjunctions	

<p><i>The strict English teacher with the grey beard</i></p>					
			<p>Plural nouns of words ending in "o": <i>potatoes, pedaloes, heroes, torpedoes, tomatoes</i>; <i>radios, pianos</i>; <i>buffalo-s/es, cargo-s/es, halo-s/es</i>  <i>(some words e.g. echo/torpedo can also be verbs and will add just 's' in verb form)</i></p>	<p><b>Specific determiners:</b>  <i>their, whose, this, that, these, those, which</i></p>	
			<p>Sound - eigh, ey, ei E.g. weight, they,</p>	<p>Know the difference between a <b>preposition</b> and an <b>adverb</b></p>	

## Year 5 Grammar Progression

Nouns	Verbs	Sentences	Spellings	Punctuation	Further describe and develop settings, characters and the narrative atmosphere.
<b>Relative pronouns:</b> <i>Who, which, that, whom, whose</i>	Indicating degrees of possibility using <b>modal verbs:</b> <i>might, should, will, must</i>	Secure use of <b>compound sentences</b>	<b>Suffixes</b> - converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	Speech in inverted commas	Rhetorical questions
Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	Indicating degrees of possibility using adverbs: <i>perhaps, surely</i>	<b>Relative clauses</b> to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	<b>Verb prefixes:</b> “dis-”, “de-”, “mis-”, “over-” and “re-”	<b>Commas for parenthesis</b>	Power of three actions. <i>He jumped up, grabbed his coat and raced to the door.</i>
		Linking ideas across paragraphs using <b>adverbials of time</b> ( <i>later</i> ), place ( <i>nearby</i> ) and <b>sequence</b> ( <i>secondly</i> ) subordinate clause	-ough E.g. enough, though, cough, bough	<b>Brackets for parenthesis</b>	Similes/Metaphors
		Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home..</i>	<b>Silent letters</b>	<b>Dashes for parenthesis</b>	Personification
		Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night</i>	-ible and -able E.g. <i>sensible and retractable</i>	Colons for play scripts	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i>
		Start a complex sentence with a <b>subordinate clause</b> and use a comma to separate the	<b>Homophones</b> <i>Aisle/isle Affect/effect Past/passed Aloud/allowed</i>		

		<b>Conjunctions to build cohesion:</b> <ul style="list-style-type: none"><li>- Exemplification</li><li>- Results</li><li>- To summarise</li></ul>			Editing sentences by either expanding or reducing for meaning and effect
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## Year 6 Grammar Progression

Nouns	Verbs	Sentences	Spellings	Punctuation	Further describe and develop settings, characters and the narrative atmosphere.
<b>Abstract nouns</b>	Tense (past, present and future)	Consolidating compound sentences and coordinating conjunctions	<b>Antonyms:</b> using prefixes	Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Alliteration
<b>Pronouns:</b> relative ( <i>who, which, whose, where, that</i> ) and possessive ( <i>I, you, she, me, they etc</i> )	<b>Modal verbs</b>	Identify the <b>subject and object</b> of the sentence	<b>Synonyms:</b> Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".	<b>Colon and bullet points</b> for a list	Similes
<b>Collective nouns</b> ( <i>bunch, jury, choir, sheep, flock etc</i> )	Imperative verb	<b>Relative clauses</b>	<b>Homophones</b> – -se and –ce <i>advise and advice</i>	<b>Ellipses</b> to create suspense and to show missing words in a quote	Metaphors
<b>Determiners</b> and generalisers ( <i>a, an, the, my etc</i> )	The difference between <b>passive and active</b> sentence and when to use the passive. <i>The ball was thrown by Sam. Sam threw the ball.</i>	<b>Complex sentences and subordinate conjunctions</b>	-able and -ible -ably and -ibly	<b>Hyphens</b> for compound words to avoid ambiguity: <i>man eating shark or man-eating shark</i>	Personification
	<b>Informal and formal speech:</b> <i>find out / discover ask for / request go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the <b>subjunctive</b> for formal writing: <i>If I <u>were</u> you...</i>	<b>Conjunctions to signpost and create cohesion</b> within a text: - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification	-fer Stressed and unstressed e.g. <i>transfer reference</i>	<b>Dashes</b> to mark the boundary between clauses: <i>It's raining – I'm fed up</i>	Repetition for effect: persuasion, suspense, emphasis
			-cious and -tious e.g <i>spacious and cautious</i>	<b>Semicolons</b> to demarcate within a list	Fronted adverbials: <i>Above the clouds, Before the time came, As quick as a flash, Completely exhausted, Before long,</i>
				<b>Colons</b> to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i>	Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i>
Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs				<b>Semicolons</b> to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Rhetorical questions

