Aberford C of E Primary School

Grammar Coverage

Taken from the ‘No Nonsense’ Grammar scheme of work

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|  | Class 2 | | | Class 3 | | Class 4 | | |
|  | Year 1 | Year 2 | | Year 3 | Year 4 | Year 5 | | Year 6 |
| **National Curriculum content:**  **1a)**  **Constructing a simple sentence (or single-clause)** | How **words** can combine to make **sentences**.  Introduction to capital letters, full stops … to demarcate **sentences**.  Capital letters for names and for the personal **pronoun**.  Sequencing **sentences** to form short narratives.  word sentence letter capital letter punctuat-ion  full stop | As pupils become more comfortable with the process of writing, they need to learn how to extend sentences to provide additional detail. The process of oral rehearsal, questioning about the information included and what sense is made for the reader is a skill throughout each year group.  Manipulating the order of the clause elements to create different effects is a focus - for example, different positions of adverbials, subject-verb inversion.  Linking to ideas of composition, pupils will need to know when it is appropriate or desirable to use simple sentences in their writing, to match the text type or create particular effects. | | | | | | |
| **National Curriculum content:**  **1b)**  **Co-ordination and subordination** | Joining **words** and joining **clauses** using *and*.  Introduction to capital letters, full stops … to demarcate **sentences**.  sentence capital letter punctuation full stop | **Subordination** (using *when*, *if*, *that*, *because*) and **co- ordination** (using  *or*, *and*, *but*).  compound verb  Use of capital letters, full stops  … to demarcate  **sentences**. | Expressing time, place and cause using **conjunctions** (for example, *when*, *before*, *after*, *while*, *so*, *because*).    conjunction clause  subordinate clause  Use of commas after **fronted adverbials** (where these are fronted adverbial clauses). | | | | Use of the semi- colon, colon and dash to mark the boundary between independent **clauses** (for example, *It’s raining; I’m fed up*).  semi-colon colon dash  Use of commas to clarify meaning or avoid **ambiguity**.  ambiguity  **Brackets**, **dashes** or commas to indicate **parenthesis**.  parenthesis bracket dash  The difference between structures typical of informal and formal speech, and writing. | |
| **National Curriculum content:**  **1c)**  **Sentence types** | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.  Capital letters for names and for the personal **pronoun**.  letter capital letter  punctuati-on  full stop  question mark exclamation mark | How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**.  Use of capital letters, full stops, question marks and exclamation  marks to demarcate  **sentences**.  statement question exclamation command | Introduction to inverted commas to **punctuate** direct speech.  Use of inverted commas and other **punctuation** to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, ‘Sit down!’*)  direct speech inverted commas (or speech marks) | | | | The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: *He’s your friend, isn’t he?*). | |
| **National Curriculum content:**  **2)**  **Nouns and noun phrases** | Regular **plural noun suffixes** -*s* or -*es*  (for example, *dog*, *dogs*; *wish*, *wishes*), including the effects of these suffixes on the meaning of the noun.  How the **prefix**  *un*- changes the meaning of **verbs** and **adjectives** (negation, for example, *unkind*, or *undoing: untie the boat*).  singular plural | Formation of **nouns** using **suffixes** such as -*ness*, -*er* and by compounding (for example, *whiteboard*, *superman*).  Formation of **adjectives** using **suffixes** such as -*ful*,  -*less*.  Use of the **suffixes**  -*er*, -*est* in **adjectives**.  Expanded **noun phrases** for description and specification (for example, *the blue butterfly*, *plain flour*, *the man in the moon*)*.*  noun  noun phrase compound adjective  suffix  Commas to separate items in a list.  comma  **Apostrophes** to mark singular possession in nouns (for example, *the girl’s name*).  apostrophe | Formation of **nouns** using a range of **prefixes** (for example *super-*, *anti-*, *auto-*).  **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*).  word family  Use of the **forms** *a* or *an* according to whether the next **word** begins with  a **consonant** or a **vowel** (for example, ***a*** *rock*, ***an*** *open box*).  The grammatical difference between **plural** and **possessive** *-s*.  **Apostrophes** to mark singular and **plural** possession (for example, *the girl’s name*, *the girls’ names*).  Noun phrases expanded by the addition of  modifying adjectives, nouns and prepositional phrases (for example, *the teacher* expanded to *the strict maths teacher with curly hair*).  determiner pronoun  possessive pronoun preposition  prefix consonant vowel | | | | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun.  Use of commas to clarify meaning or avoid ambiguity.  How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*).  relative pronoun relative clause subject  object synonym antonym cohesion  How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*).  hyphen  (Although *hyphen* is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards). | |
| **National Curriculum content:**  **3)**  **Adverbials** |  | Use of *-ly* in Standard English to turn adjectives into **adverbs**.  adverb | Expressing time, place and cause using **adverbs** (for example, *then*, *next*, *soon*, *therefore*), or **prepositions** (for example, *before*, *after*, *during*, *in*, *because of*).  **Fronted adverbials** (*for example*, *Later that day, I heard the bad news*.)  adverb preposition adverbial  Use of commas after  **fronted adverbials**. | | | | Indicating degrees of possibility using **adverbs** (*for example*, *perhaps*, *surely*).  Devices to build **cohesion** within a paragraph (for example, *then*, *after that*, *this*, *firstly*).  Linking ideas across paragraphs using **adverbials** of time (for example, *later*), place (for example, *nearby*) and number (for example, *secondly*).  Linking ideas across paragraphs using  a wider range of **cohesive devices**. Grammatical connections (for example, the use of **adverbials** such as *on the other hand*, *in contrast*, *or as a consequence*).  cohesion | |
| **National Curriculum content:**  **4)**  **Verbs** | **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*).  How the **prefix**  *un*- changes the meaning of **verbs** and **adjectives** (negation, for example, *unkind*, or undoing:  *untie the boat*). | Correct choice and consistent use of **present tense** and **past tense** throughout writing.  Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (for example, *she is drumming*, *he was shouting*).  verb  tense (past, present) present progressive past progressive  **Apostrophes** to mark where letters are missing in spelling.  apostrophe | Use of the **present perfect** form of **verbs** instead of the simple past (*for* example, *He has gone out to play* contrasted  with *He went out to play*).  present perfect  Standard English forms for verb inflections, instead of local spoken forms (for example, *we were* instead  of *we was*, or *I did* instead of *I done*). | | | | Indicating degrees of possibility using **modal verbs** (for example, *might*, *should*, *will*, *must*).  Use of the **passive** to affect the presentation of information in  a **sentence** (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*.)  Converting **nouns** or **adjectives** into **verbs** using **suffixes** (for example, -*ate*; -*ise*;  -*ify*).  **Verb prefixes** (for example, *dis-*, *de-*, *mis-*, *over-* and *re-*).  modal verb active passive subjunctive cohesion  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, *find out* – *discover; ask for – request;*  *go in – enter*).  Linking ideas across paragraphs using tense choices (for example, he *had* seen her before).  Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the **subjunctive**. | |
| **National Curriculum content:**  **5)**  **Cohesion** | Sequencing **sentences** to form short narratives. (To be taught through teaching and learning sequences.) | Correct choice and consistent use of present tense and past tense throughout writing. (Link with teaching of verbs.)  tense  (past, present) | Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition.  (Link with teaching of noun/noun phrases.)  pronoun  possessive pronoun  Introduction to paragraphs as a way to group  related material.  Headings and sub- headings to aid presentation.  Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.) | | | | Devices to build **cohesion** within a paragraph (for  example, *then*, *after that*, *this*, *firstly*)  (Link with teaching of adverbials.)  Linking ideas across paragraphs using **adverbials** of time (for example, *later*), place (for example, *nearby*) and number (for  example, *secondly*) or tense choices (for example, he *had* seen her before). (Link with teaching of adverbials  and verbs.)  How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*).  (Link with teaching of noun/noun phrases.)  synonym antonym | |
| **National Curriculum content:**  **6a)**  **Punctuation -Spaces** | Separation of words with spaces. |  |  | | | |  | |
| **National Curriculum content:**  **6b)**  **Punctuation - Sentence demarcation** | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.  Capital letters for names and for the personal **pronoun**. (Link with teaching of sentence types.)  letter capital letter punctuation full stop  question mark exclamation mark | Use of capital letters, full stops, question marks and exclamation  marks to demarcate  **sentences**.  (Link with teaching of sentence types.) | Continue encouraging demarcation of sentences accurately  throughout, using capital letters, full stops, question marks and exclamation marks. | | | | Punctuating simple, compound and complex sentences accurately. | |
| **Curriculum content:**  **6c)**  **Punctuation - Commas** |  | Commas to separate items in a list.  (Link with teaching of noun/noun phrases.)  comma | Use of commas after **fronted adverbials**. (Link with teaching of adverbials)  Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials. | | | | Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  (Link with teaching of various strands.)  parenthesis bracket dash ambiguity  Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses. | |
| **Curriculum content:**  **6d)**  **Punctuation - Apostrophes for contraction** | Separation of words with spaces. | **Apostrophes** to mark where letters are missing in spelling. (Link with teaching of verbs.)  apostrophe | Consolidate use of apostrophes for contraction. | | | | Consolidate use of apostrophes for  contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags. | |
| **Curriculum content:**  **6e)**  **Punctuation - Apostrophes for possession** |  | Apostrophes to mark singular possession in nouns (for example, *the girl’s name*). (Link with teaching of noun/noun phrases)  apostrophe | **Apostrophes** to mark singular and **plural** possession (for example, *the girl’s name*, *the girls’ names*).  (Link with teaching of noun/noun phrases.) | | | | Consolidate use of apostrophes for possession. | |
| **Curriculum content:**  **6f)**  **Punctuation - Speech** |  |  | Introduction to inverted commas to **punctuate** direct speech.  Use of inverted commas and other **punctuation** to indicate direct speech (for  example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, ‘Sit down!*’) (Link with teaching of sentence types.)  direct speech speech marks | | | | Consolidate using speech punctuation and layout correctly. | |
| **Curriculum content:**  **6g)**  **Punctuation - Other punctuation** |  |  |  | | | | Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text).  (To be taught through teaching and learning sequences)  bullet point  Use of the semi-colon, colon and dash to mark the boundary between independent  **clauses** (for example, *It’s raining; I’m fed up*).  (Link with teaching of co-ordination and subordination.)  semi colon  dash  Use of the colon to introduce a list and use of semi-colons within lists.  (To be taught through teaching and learning sequences.)  colon  semi-colon  **Punctuation** of bullet points to list information.  (To be taught through teaching and learning sequences.)  bullet point  How hyphens can be used to avoid ambiguity (for example, *man eating shark* versus  *man-eating shark*, *or recover versus re-cover*).  (Link with teaching of noun/noun phrases.)  hyphen | |