



Progression in verb tenses Year 1 – Year 6



Verb Tense	Regular verb – to walk	Irregular verb – to think
<p>Y1: Simple present</p> <p><i>Present tense verbs are used to talk about the present and about the future. Use of the present form often portrays habitual actions and general truths.</i></p>	I walks / He walks / They walk	I think/ He thinks / They think
<p><i>Notes for children finding this tricky:</i></p>	Simple present indicates person in the third person by the addition of –s or –es suffixes: she sings, he does. Person is also indicated in irregular verbs “be” and “have”: I am, you are, it is, she has, we have	
<p>Y1: Simple past</p> <p><i>Past tense verbs are used to talk about the past - status of action is it is over and done with.</i></p>	I walked / He walked	I thought / He thought / They thought
<p><i>Notes for children finding this tricky:</i></p>	Some learners often struggle with the past tense, particularly in irregular verbs. Irregular past tenses do not use the –ed suffix	
<p>Y2: Present progressive [continuous]</p> <p><i>The present progressive form indicates action is continuing and incorporates a form of the verb “be” as an auxiliary in the present tense. The main verb in this “ing” form is called the present participle.</i></p>	I am walking / He is walking / They are walking	I am thinking / He is thinking / They are thinking
<p><i>Possible misuse for learners finding it tricky:</i></p>	I be (am) walking to the shops. They be (are) thinking about the football match.	

Progression in verb tenses Year 1 – Year 6

<p><u>Y2: Past progressive</u> <u>[continuous]</u></p> <p><i>The past progressive form indicates action was continuing over time and incorporates a form of the verb “be” as an auxiliary in the past tense. The main verb in this “ing” form is called the present participle</i></p>	<p>I was walking / He was walking / They were walking</p>	<p>I was thinking/ He was thinking / They were thinking</p>
<p>Possible misuse for learners finding it tricky:</p> <p>Spoken Yorkshire dialect often confuses the singular and plural forms of ‘be’ when used with a past participle to create the past progressive form [see the correct usage in brackets and encourage this during conversations].</p>	<p>We was (were) walking to the shops.... I were (was) asking the way.....</p> <p>I be (was) walking to the shops. They be (were) thinking about the football match.</p>	
<p><u>Y3/4: Present Perfect</u></p> <p><i>The present perfect form incorporates a form of the verb “have” as an auxiliary, in the present tense and indicates actions that have been completed, but the effects or consequences of these are still relevant at the time referred to.</i></p>	<p>I have walked/ He has walked / They have walked</p>	<p>I have thought / He has thought / They have thought</p>

Progression in verb tenses Year 1 – Year 6

<p><i>Possible misuse for those learners finding it tricky: Examples of where the present perfect tense [correct form in brackets] would have been appropriate to show the relative time of events.</i></p>	<p>“We got (have got) to go back, Mum will get angry if we’re late for tea,” Chloe admitted.</p>	
<p>Y3/4: Past perfect <i>The past perfect form incorporates a form of the verb “have” as an auxiliary, in the past tense and indicates actions in a time in the past, reaching even further back in the past, to describe an event that has been completed, but the effects or consequences of this are still relevant at the time referred to.</i></p>	<p>I had walked/ He had walked / They had walked</p>	<p>I had thought /He had thought /They had thought</p>
<p><i>Possible learners’ misuse: Examples of where the past perfect tense [correct form in brackets] would have been appropriate to show the relative time of events.</i></p>	<p><i>It was the magnificent game everyone was (had been) longing for ever since last month! Peter was becoming extremely tired waiting there; since he queued (had joined the queue) there at seven in the morning. His family were not as wealthy as others... Nevertheless, he saved (had saved / had been saving) up his birthday money ever since he was seven.</i></p>	

Progression in verb tenses Year 1 – Year 6

<p>Y5/6: Modal forms <i>indicate degrees of possibility. They are used to change the meaning of other verbs.</i> <i>A modal verb has no suffixes – it does not change</i></p>	<p>For example: I might/could/should/can / ought to walk</p>	<p>For example: I might/ could/ will/ should/ can / ought to think</p>
<p>Different modal forms / uses:</p> <p>Ability (be able to or capable of) – We can/could go to the ball.</p> <p>Permission (be allowed or permitted to) – Can/may/might we go to the ball?</p> <p>Possibility (theoretical or factual) – We can/could go to the ball.</p> <p>Intention (willingness) – We shall/will/would go to the ball.</p> <p>Insistence – We shan't/won't go to the ball.</p> <p>Obligation/compulsion – We should/must/have to/ought to go to the ball.</p> <p>Prediction (specific, timeless, habitual) – We will go to the ball.</p> <p>Probability – We would go to the ball.</p> <p>Necessity – We need to/have to/must go to the ball.</p>		
<p><i>Possible learners' misuse:</i> <i>[Examples of accurate modal use are found in the correct form within the brackets]</i></p>	<p><i>I wish if someone find me that game (that someone would find)</i></p> <p><i>His mum then told me I can (could) have the game</i></p>	

Progression in verb tenses Year 1 – Year 6

<p><u>Y5/6: Passive form</u> [past / present/ future] <i>The passive voice is formed by using a form of the verb 'be' and the past participle of the main verb. In the passive, the person or thing being affected by the action becomes the subject of the sentence; the person or thing doing the action may [indicated with 'by....'] or may not be provided.</i></p>	<p>For example: The Pennine Way is walked [by tourists] Hadrian's Wall was walked [by Roman soldiers] The course had been walked [by the riders] The Pennine Way will be walked [by thousands of...]</p>	<p>For example: It is thought [by some] It was thought [by experts] It had been thought [by scientists]</p>
<p>Different passive forms / uses:</p> <p>To describe: The lake was surrounded [by trees]</p> <p>To explain procedure: The experiment was completed [by...]</p> <p>To create formality: Complaints have been received by the local council</p> <p>To hide responsibility: The window was broken [by...]</p> <p>To distance the writer from the content: It was thought [by...] that....</p> <p>To speculate: The window might/could have been broken by.....</p> <p>When the agent is irrelevant to the text / to focus on the person / thing being affected: Stonehenge was built thousands of years ago [putting 'by' in this sentence is irrelevant and therefore not required]</p>		

Progression in verb tenses Year 1 – Year 6

<p>Y5/6: Subjunctive <i>The subjunctive verb form is used to express a hypothesis or suggestion, a doubt, a wish or a command. This is demonstrated through the use of subordinate clauses introduced by 'if' but also by specific verbs / adverbs.</i></p>	<p>If I were to walk 10km.....</p> <p>I recommended/ demanded / suggested / insisted/ asked that he walk to the end of the corridor It is crucial/ essential/ important/ imperative/ necessary that we walk on the left hand side of the corridor.</p>	<p>If he were to think of all the...</p> <p>I recommended/ demanded / suggested / insisted/ asked that she think about her</p> <p>It is crucial/ essential/ important/ imperative/ necessary that they think about the consequences of their actions.</p>
<p>Different subjunctive forms / uses:</p> <p>To express a hypothesis: If I were a millionaire, I would.... [uses 'were' with if]</p> <p>To express a suggestion: I suggest that he brush his hair. [The verb brush does not require –es in the subjunctive form].</p> <p>To express a command: He left orders that nothing should be touched until the police arrived.</p> <p>To express a doubt: If the allegations were true, the prisoner would be hanged</p> <p>To express a wish: I wish he were here to have a chat with me.</p>		