

## Progression through grammatical terms/word classes

<p><b>Nouns and adjectives</b></p>	<p><b>Nouns (Year 2):</b></p> <ul style="list-style-type: none"> <li>Common nouns, e.g. <i>table, cat, mountain.</i></li> <li>Proper nouns, e.g. <i>July, Monday, Luke, Burnley.</i></li> <li>possessive apostrophe with singular nouns (e.g. <i>the girl's books</i>) and plural nouns (e.g. <i>the girls' books</i>).</li> </ul>	<p><b>Adjectives (Year 2)</b></p> <p>Select, generate and effectively use adjectives.</p>	<p><b>Noun Phrases (year 2)</b></p> <p>Adding adjectives to create noun phrases e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</p>	<p><b>Noun Phrases (Year 4)</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair.</i></p>	<p><b>Noun Phrases (Year 5)</b></p> <p>Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i></p>		
<p><b>Verbs</b></p>	<p><b>Verbs (Year 2)</b></p> <ul style="list-style-type: none"> <li>Verbs as 'doing' or 'action' words;</li> <li>Verbs as 'being' words, e.g. <i>am, was, were.</i></li> <li>Tense consistency</li> </ul>	<p><b>Progressive form of verbs (Year 2)</b> in the present and past tense to mark actions in progress, e.g. <i>she is drumming;</i> <i>he was shouting</i></p>	<p><b>Present perfect form of verbs (Year 3)</b> instead of the simple past, e.g. <i>He has gone out to play</i> (present perfect) contrasted with <i>He went out to play</i> (simple past).</p>	<p><b>Modal verbs (Year 5)</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p>	<p><b>Past perfect and future perfect form of verbs (Year 6)</b> e.g. <i>He had gone out to play</i> (past perfect) <i>He will have gone out to play</i> (future perfect)</p>	<p><b>Passive and active (Year 6)</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></p>	<p><b>Subjunctive verb forms (Year 6)</b></p> <ul style="list-style-type: none"> <li>The hypothetical subjunctive ('if', 'wish')</li> <li>The mandatory (bossy) subjunctive</li> </ul>
<p><b>Adverbs and adverbials</b></p>	<p><b>Adverbs (Year 2)</b></p> <ul style="list-style-type: none"> <li>Simple adverbs – ly</li> <li>Use suffix ly to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i></li> </ul>	<p><b>Adverbs (Year 3)</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using adverbs, e.g. <i>then, next, suddenly, silently, eventually, soon, therefore</i></li> <li>Expressing number or frequency using adverbs, e.g. <i>never, seldom, once, regularly.</i></li> </ul>	<p><b>Adverbials (Year 4)</b></p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>adverbial phrases, e.g. <i>the elf crept out from behind the Christmas tree.</i></li> <li>Adverbial clauses, e.g. Dan crept through the door <u>as the church bells rang.</u></li> </ul>	<p><b>Fronted Adverbials (Year 4)</b></p> <ul style="list-style-type: none"> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> </ul>	<p><b>Adverbs (Year 5)</b></p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p>	<p><b>Adverbials to build cohesion between paragraphs (Year 6):</b></p> <ul style="list-style-type: none"> <li>In discursive and persuasive texts, e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>In narrative, e.g. <i>in the meantime,</i></li> </ul>	

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						<i>meanwhile, in due course, until then</i>
Conjunctions	<b>Coordinating conjunctions</b> (Year 1) <ul style="list-style-type: none"> <li>• <i>and</i></li> <li>• <i>so</i></li> <li>• <i>but</i></li> <li>• <i>or</i></li> </ul>			<b>Subordinating conjunctions</b> (Year 2 and Year 3) , e.g. <i>if, when, although, because, while, as, after, before, until</i>		
Pronouns	<b>Pronouns</b> (Year 4) : Appropriate choice of <b>pronoun</b> or <b>noun</b> to aid cohesion and avoid repetition		<b>Relative pronouns</b> (Year 5) : to create sentences with relative clauses, e.g. <i>The thief broke into the house <u>which</u> stood on the top of the hill. Sam, <u>who</u> had remembered his wellies, was first to jump in the river.</i>		<b>Relative pronouns</b> (Year 5) : to create sentences where the relative pronoun is omitted, e.g . <i>Tina, standing at the bus stop, pondered the day ahead.</i>	
Prepositions	<b>Prepositions</b> (Year 3) : Relating to place and position, e.g. <i>under, beneath, above, beyond, below</i>			<b>Prepositions</b> (Year 3): expressing time, place and cause using prepositions e.g. <i>before, after, during, in, because of</i>		