# Eccleston Primary SchoolWhole School Grammar Overview – Years 1 to 6

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Begin with basic sentence construction, focusing on capital letters, full stops, and simple conjunctions like “and.” | Introduce question marks and exclamation marks; explore adjectives to describe nouns. | Teach the use of “because” to extend sentences; introduce regular plural noun suffixes (-s, -es). | Focus on sequencing sentences to form short narratives; introduce the prefix “un-.” | Reinforce the use of conjunctions; introduce the use of commas in lists. | Consolidate all punctuation marks learned; practice writing longer pieces using varied sentence structures. |
| Year 2 | Review Year 1 concepts; introduce expanded noun phrases for description. | Teach the use of apostrophes for contracted forms and possession. | Introduce different sentence types: statements, questions, exclamations, and commands. | Focus on the use of the present and past tense correctly and consistently. | Introduce subordination (using “when,” “if,” “that,” “because”) and coordination (using “or,” “and,” “but”). | Consolidate all grammar concepts; apply them in extended writing tasks. |
| Year 3 | Introduce paragraphs to group related material; teach the use of headings and subheadings. | Focus on the use of conjunctions, adverbs, and prepositions to express time, place, and cause. | Teach the use of inverted commas to punctuate direct speech. | Introduce the present perfect form of verbs instead of the simple past. | Explore word families based on common words; understand how prefixes and suffixes affect word meaning. | Consolidate grammar knowledge through varied writing tasks. |
| Year 4 | Review the use of paragraphs; introduce the use of fronted adverbials. | Teach the use of commas after fronted adverbials; reinforce the use of inverted commas and other punctuation to indicate direct speech. | Explore the use of noun phrases expanded by the addition of modifying adjectives, nouns, and prepositional phrases. | Introduce the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | Focus on the use of possessive apostrophes with plural nouns. | Consolidate all grammar concepts; apply them in extended writing tasks. |
| Year 5 | Introduce relative clauses beginning with who, which, where, when, whose, that. | Teach the use of brackets, dashes, or commas to indicate parenthesis. | Focus on the use of modal verbs and adverbs to indicate degrees of possibility. | Explore devices to build cohesion within a paragraph (e.g., then, after that, this, firstly). | Teach linking ideas across paragraphs using adverbials of time, place, and number. | Consolidate grammar knowledge through varied writing tasks. |
| Year 6 | Review and consolidate all previous grammar concepts; focus on the use of the passive voice and cohesive devices. | Teach the difference between structures typical of informal speech and structures appropriate for formal speech and writing. | Explore the use of subjunctive forms in some very formal writing and speech. | Teach the use of the colon to introduce a list and the use of semicolons within lists. | Focus on the use of bullet points to list information; understand how hyphens can be used to avoid ambiguity. | Consolidate all grammar concepts; apply them in extended writing tasks and preparation for transition to secondary school. |