

Grammar Overview

Stages 1-6

Higher Walton CE Primary School



Grammar Overview Year 1

	Statutory Requirement	Education Shed Objectives
Word	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.	W1.1 Identifying and defining nouns W1.2 Add -s when there is more than one noun W1.3 Add -es when there is more than one noun W1.4 Choosing -s or -es where appropriate
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	W2.1 Defining and identifying verbs W2.2 Sorting verbs and nouns W2.3 Adding -ing to verbs W2.4 Adding -ed to regular verbs W2.5 Adding -er to verbs W2.6 Choosing the correct word for the sentence
		W3.1 Identifying and defining adjectives W3.2 Identifying and sorting verbs and adjectives W3.3 Understanding antonyms W3.4 Adding the prefix un- to create antonyms W3.5 Choose the correct verb or adjective for an image/sentence
		S1.1 Write a simple sentence starting with a noun/proper noun S1.2 Write a simple sentence using the personal pronoun 'I' S1.3 Finish each sentence with a full stop
		S2.1 Join two simple sentences using 'and'
		P1.1 Write a simple sentence with finger spaces between words P2.1 Sort common and proper nouns P2.2 Add capital letters to proper nouns in isolations and in a sentence P2.3 Sort questions words who, which, where, why, when P2.4 Orally ask questions using question words P2.5 Add question marks to questions P2.6 Introduce exclamation phrases P2.7 Add an exclamation mark, question mark or full stop to a range of sentences
		P3.1 Sort common and proper nouns P3.2 Adding capital letters to months and days of the week
		T1.1 Choosing words from a bank to create a sentence T1.2 Sequence sentences to form a short narrative
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	

Grammar Overview Year 2

	Statutory Requirement	Education Shed Objectives
Word	Formation of nouns using suffixes such as -ness, -er, and by compounding [for example, whiteboard, superman]	<ul style="list-style-type: none"> W1.1 Identifying and sorting nouns using suffixes -ness, -er and compounding W1.2 Adding the suffix -er to make nouns using suffixes -ness, -er and compounding W1.3 Identifying and sorting adjectives using suffixes -ness, -er and compounding W1.4 Sorting nouns and adjectives using suffixes -ness, -er and compounding W1.5 Adding the suffix using suffixes -ness to create a noun W1.6 Adding the suffix -ness to adjectives that end in y to create nouns W1.7 Sorting correct spelling of -ness words W1.8 Choosing the correct -ness noun or adjective W1.9 Making compound words by joining words and images W1.10 Making compound words by joining two words W1.11 Separating compound words W1.12 Identifying compound words in a list and a sentence W1.13 Create compound words from a list W1.14 Create a sentence using compound nouns in appropriate places W1.15 Identifying errors in sentences with compound nouns
	Formation of adjectives using suffixes such as -ful, -less	<ul style="list-style-type: none"> W2.1 Adding the suffixes, -ful, ness, ment, less to adjectives W2.2 Choosing the correct word with the suffix -ful and -less W2.3 Selecting the correct suffix to make a new word W2.4 Adding suffixes -ful and -ness to nouns ending in -y W2.5 Sorting compound words and words with a suffix
	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	<ul style="list-style-type: none"> W3.1 Forming comparative adjectives by adding the suffix -er W3.2 Forming superlative adjectives by adding the suffix -est W3.3 Forming superlative adjectives by adding the suffix -er and -est W3.4 Completing sentences with the correct -er and -est adjectives W3.5 Defining and identifying adverbs W3.6 Sorting and identifying adverbs W3.7 Adding the suffix -ly to adjectives to create adverbs W3.8 Choosing the appropriate adverb for a sentence
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	<ul style="list-style-type: none"> S1.1 Identifying, defining and sorting nouns S1.2 Identify noun phrases S1.3 Introducing adjectives as pre-modifiers in noun phrases

Grammar Overview Year 2

	Statutory Requirement	Education Shed Objectives	
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	S1.4 Creating sentences with noun phrases from word banks S1.5 Introducing post-noun modifiers for noun phrases	
	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man on the moon]	S2.1 Identifying a sentence and clause S2.2 Joining clauses using and S2.3 Introducing coordinating conjunctions or, and, but S2.4 Identifying the coordinating conjunctions or, and, but S2.5 Choosing sentences that use conjunctions correctly S2.6 Inserting the correct coordinating conjunctions S2.7 Rearranging words from a bank to create sentences S2.8 Introducing subordinating conjunctions when, if, that, because S2.9 Ask questions where answers are dependent on the conjunctions S2.10 Matching main clauses with correct subordinate clauses S2.11 Inserting the correct conjunction into sentences S2.12 Choosing sentences that use coordinating conjunctions correctly S2.13 Complete sentences using subordinating conjunctions	
Punctuation	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command	S3.1 Introducing statement, question, exclamation and command S3.2 Sorting statement, question, exclamation and command sentences S3.3 Adding the correct punctuation to different sentence types S3.4 Writing statement, question, exclamation and command sentences	
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	P1.1 – 1.4 Sorting and adding correct punctuation marks to statements, questions and exclamations	
	Commas to separate items in a list	P2.1 Introducing commas P2.2 Adding commas to lists that include given items P2.3 Adding commas to lists in sentences P2.4 Choosing which sentences are written correctly P2.5 Correcting errors in sentences with commas P2.6 Creating sentences using commas to separate lists	
		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	P3.1 Introducing apostrophes for possession P3.2 Adding apostrophes to simple phrases P3.3 Adding apostrophes to short sentences P3.4 Rearranging words including those with apostrophes to make sentences P3.5 Apostrophes added to words ending in s

Grammar Overview Year 2

	Statutory Requirement	Education Shed Objectives
Text	Correct choice and consistent use of present tense and past tense throughout writing	<p>T1.1 Recognise and identify verbs and sort verbs and nouns</p> <p>T1.2 – 1.7 Introducing simple present and simple past tense; changing from simple past to simple present with regular verbs</p> <p>T1.8 – 1.11 Identify past and present tense verbs in sentences including irregular verbs</p>
	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]	<p>T2.1 -2.7 Converting root verbs to progressive and introducing present and past progressive</p> <p>T2.8 – 2.11 Use of the progressive form of verbs in the present tense to mark action in progress</p>
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	

Grammar Overview Year 3

	Statutory Requirement	Education Shed Objectives
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-,]	W1.1 Identify sort nouns W1.2 What are prefixes? W1.3 The prefix un- W1.4 – 1.7 The prefixes super-, anti- and auto-
	Use 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]	W2.1 Vowel and consonants with a or an W2.2 Use a or an correctly
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble.]	W3.1 Identify and sort prefix, suffix and root word W3.2 Add an appropriate prefix or suffix to root words
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore,], or prepositions [for example, before, after, during, in, because of,]	S1.1 Coordinating and subordinating conjunctions S1.2 Identify, define and use prepositions S1.3 – 1.4 Conjunctions, adverbs and prepositions
	Introduction to inverted commas to punctuate direct speech	P1.1 Identify the words that are being spoken P1.2 Punctuate spoken sentences P1.3 Synonyms for said P1.4 Create grammatically accurate sentences including speech P1.5 Punctuate spoken sentences using all punctuation P1.6 Identify which speech sentences are punctuated correctly
		T1.1 - 1.2 Grouping ideas into paragraphs
		T2.1 Choose appropriate headings
		T3.1 Simple past and simple present tense
		T3.2 Introduction to the present perfect
		T3.3 Choose the correct auxiliary verb for the present perfect tense T3.4 Use the correct verb form including irregular verb forms in the present perfect tense T3.5 Identify and sort present perfect and simple past sentences T3.6 Change sentences from simple past to present perfect T3.7 Create sentences in the present perfect tense
Vocabulary	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	

Grammar Overview Year 4

	Statutory Requirement	Education Shed Objectives
Word	The grammatical differences between plural and possessive s	W1.1 – 1.3 Recognising the grammatical differences between plural and possessive -s W1.4 Revising and extending using apostrophes to mark singular possession in nouns W1.5-1.7 Recognising the grammatical differences between plural and possessive -s
	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]	W2.1 Inflections of the verb to be using standard English and identifying verb forms in standard English W2.2 Identifying local non-standard terms in everyday language
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	S1.1 Identify and sort determiners, adjectives and nouns S1.2 Add adjectives before nouns S1.3 Identify prepositional phrases and add prepositional phrases to a sentence S1.4 Identify and sort determiners, adjectives and nouns S1.5 Expand sentences using adjectives and prepositional phrases
	Fronted adverbials [for example, later that day, I heard the bad news]	S2.1 Revise work on conjunctions adverbs and prepositions S2.2-2.3 Identify adverbial phrases and select the most appropriate one S2.4 – 2.5 Rearrange sentences so the adverbial is at the front and punctuate correctly
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]	P1. Revise Stage 3 P.1
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	P2.2 – 2.4 Identify and use the correct speech punctuation in a sentence P2.4a Add punctuation marks sentences including inverted commas
	Use commas after fronted adverbials	P3.1 – 3.2 Identify correct use of apostrophes for plural possession P3.3 Identify and use apostrophes for plural possession including irregular plurals.
Text	Use of paragraphs to organise ideas around a theme	T1.1 Ongoing through writing lessons in English following taught content in Stage 3. T1.2 Sorting sentences into paragraphs based on TiPToP themes
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	T2.1 Revise noun types. Sort words into word classes T2.2 Identify and sort noun types T2.3 - 2.4 Identify and sort nouns and pronouns T2.5 Identify and sort nouns and pronouns. T2.6 Find and correct pronoun errors in a sentence
Terminology	determiner, pronoun, possessive pronoun, adverbial	

Grammar Overview Year 5

	Statutory Requirement	Education Shed Objectives
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	W1.1 Identifying and sorting nouns, adjectives, verbs and adverbs W1.2 Identifying and sorting conjunctions, determiners and prepositions W1.3 and 1.4 Converting nouns or adjectives into verbs using suffixes
	Verb prefixes [for example, dis-, de-, mis-, over-, and re-]	W2.1 Identifying and using verb prefixes
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	S1.1 Revise the terms personal and possessive pronoun S1.2 Introduce relative pronouns
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	S2.1 Introducing and identifying modal verbs S2.2 Sorting and ordering modal verbs in terms of probability S2.3 Introducing adverbs of possibility
Punctuation	Brackets, dashes or commas to indicate parenthesis	P1.1 Brackets to indicate parenthesis P1.2 Dashes to indicate parenthesis P1.3 Commas to indicate parenthesis P1.4 Brackets, dashes and commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity	P2.1 Identify an extra clause at the opening of a sentence P2.2 Identifying clauses and phrases at the start of sentences and embedded within sentences P2.3 – 2.5 Identifying when commas are needed in lists and to avoid ambiguity
Text	Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly]	T1.1 Identify and define cohesive features T1.2 Identify and sort adverbs, conjunctions and pronouns T1.3 Improve cohesion by adding cohesive devices from selection into simple paragraphs
	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]	T2.1 Identify and sort adverbials of time, place and number T2.2 Add appropriate adverbials from a selection T2.3 Improve paragraphs/texts by adding in appropriate adverbials from selection
Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Grammar Overview Year 6

	Statutory Requirement	Education Shed Objectives
Word	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]	W1.1 Introduce formal and informal language W1.2 Edit poor examples of formal language to make them more appropriate
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	W2.1a – W2.1b Identify antonyms and synonyms from lists of words W2.1c – W2.1d Identify and match synonyms in different contexts
Sentence	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)].	S1.1a – 1.1b Explore active and passive voice S1.1c – 1.1e Create sentences using the active and passive voice S1.1f – 1.1g Rearrange and write sentences using the active and passive voice.
	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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	S2.1 Identify situations where formal or informal language would be used S2.2 Introducing and using the subjunctive S2.3 Understanding the use of question tags
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	P1.1 Explore the three punctuation marks – semicolon, colon and dashes P1.2 Explore independent clauses P1.3a – P1.3d Adding the correct punctuation to sentences
	Use of the colon to introduce a list and use of semi-colons within lists	P2.1 Using colons and semicolons for lists and list sentences
	Punctuation of bullet points to list information	P3.1 Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	P4.1 Using hyphens to avoid ambiguity
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	T1.1 Linking ideas across paragraphs using a wider range of cohesive devices
	Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]	T2.1 Incorporating a variety of layout devices to structure a text.
Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	