Whole School Grammar Overview

Grammar objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
Word	Plural noun suffix -s	Use of the Suffixes –er & –est in adjectives	Formation of nouns using a range of prefixes e.g. auto- super- anti	Verb inflections (we were instead of we was)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices
Sentence	Combining words to make sentences. Joining words and clauses using- and	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech
Text	Sequencing sentences to form short narratives		Present perfect form of verbs	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials
Punctuation	Separation of words with spaces Capital letters Full Stops	Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Dashes to mark boundaries between independent clauses	Colons to introduce a list and semicolons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses
Autumn 2						
Word	Reinforce plural noun suffix -s -es. Suffix added to verbs - er	Use of the suffix –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	Grammatical difference between plural and possessive -s	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices
Sentence	Combining words to make sentences. Joining words and clauses using- and	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Indicate degrees of possibility using modal verbs	The difference between structures typical of informal speech and structures appropriate to formal
Text	Sequencing sentences to form short narratives		Present perfect form of verbs Introduction to paragraphs as a way to group related material	Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information

Punctuation	Separation of words with spaces Capital letters Full Stops	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Commas for parenthesis Dashes to mark boundaries between independent clauses	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)

Spring 1

Word	Reinforce plural noun suffix -s -es. How prefix un – changes the meaning of verbs and adjectives	Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Use of the forms a or an when next word starts with a consonant or a vowel	Apostrophes for possession (plural nouns) Use commas after fronted adverbials	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing
Sentence	Combining words to make sentences. Joining words and clauses using- and, because, so	Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	The difference between structures typical of informal speech and structures appropriate to formal
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing	Introduction to paragraphs as a way to group related material	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information
Punctuation	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Apostrophes for possession (plural nouns)	Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)

Spring 2

Word	Suffix added to verbs – ing ed er	Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Grammatical difference between plural and possessive -s	Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone
Sentence	Combining words to make sentences Joining words and clauses using- and, because, so, but	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Indicate degrees of possibility using modal verbs and adverbs	Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech

			Expanded Noun Phrases for description and specification			
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing	Introduction to paragraphs as a way to group related material	Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms / Use of headings, sub-headings and bullets to structure texts
Punctuation	Separation of words with spaces / Capital letters / Full Stops / Question mark / Exclamation mark / Capital Letters for names and personal pronoun - I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences / Apostrophes to mark singular possession in nouns	Inverted commas to punctuate direct speech	Inverted commas and other punctuation to indicate direct speech / Apostrophes for possession (plural nouns) / Use commas after fronted adverbials	Use hyphens to avoid ambiguity	Colon to introduce a list and semicolons for more elaborate lists / Use commas to punctuate relative clauses / Speech punctuation / Use the semi-colon as the boundary between independent clauses / Punctuation of bullet points / Hyphens used to avoid ambiguity

Summer 1

Word	Reinforce plural noun suffix -s -es / Reinforce how prefix un – changes the meaning of verbs and adjectives	Formation of nouns using suffixes e.g. –ness, –er and by compounding / Formation of adjectives using suffixes e.g. –ful, –less / Use of the suffix –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) / Use of the forms a or an when next word starts with a consonant or a vowel / Word families based on common words showing how words are related in form and meaning	Verb inflections (we were instead of we was)	Use a thesaurus with confidence / Verb prefixes mis, over and de / Transforming nouns and adjectives into verbs	Understand how words are related by meaning as synonyms and antonyms / The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Sentence	Combining words to make sentences / Joining words and clauses using- and, because, so, but	Expanded noun phrases for description and specification / Subordination (using when, if, that, because) / Co-ordination (or, and, but) / How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) / Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Fronted adverbials	Indicate degrees of possibility using adverbs. / Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Use of the passive to affect the presentation of information in a sentence
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Introduction to paragraphs as a way to group related material / Headings and sub-headings to aid presentation	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials / Use headings and sub-headings to structure text
Punctuation	Separation of words with spaces / Capital letters / Full Stops / Question mark / Exclamation mark / Capital Letters for names and personal pronoun - I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences / Apostrophes to mark singular possession in nouns / Commas to separate items in a list	Inverted commas to punctuate direct speech	Inverted commas and other punctuation to indicate direct speech / Apostrophes for possession (plural nouns) / Use commas after fronted adverbials	Semi-colons to mark boundaries between independent clauses of equal weighting / Use hyphens to avoid ambiguity / Commas for clarity	Use commas to clarify meaning and avoid ambiguity / : Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis / Using semi-colons as boundaries between independent clauses

Summer 2

Word	Reinforce plural noun suffix -s -es / Suffix added to verbs - ed	Formation of nouns using suffixes e.g. –ness, –er and by compounding / Use of the Suffixes –er & –est in adjectives	Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis- , in-, dis-, un-)	Verb inflections (we were instead of we was)	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Understand how words are related by meaning as synonyms and antonyms / The difference between vocabulary of informal speech and

4

			Use of the suffix –ly to turn adjectives into adverbs	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning			vocabulary appropriate to formal speech and writing – formal tone
Sentence		Combining words to make sentences Joining words and clauses using- and, because, so, but	Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Fronted adverbials	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were…
Text		Sequencing sentences to form short narratives	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
Punctuation		Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Inverted commas to punctuate direct speech	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Recap speech punctuation Brackets for parenthesis	Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity