

Grammar @ MIDDLETHORPE

- Recognise whether or not oral sentences make sense.
- Know that words are ordered from left to right.
- To orally use 'and' and 'because' in everyday speech.
- To use past, present and future tenses when talking about events.

- Use subordination (*when, if, that, because*) and co-ordination (*or, and, but*)
- Use expanded noun phrases for description and specification (*the blue butterfly, plain flour, the man on the moon*)
- To recognise the functions of different sentences i.e. statements, commands, questions, exclamations.

- Use past and present tense consistently throughout writing.
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. *she is drumming, he was shouting*
- Formation of **nouns** and **adjectives** using **suffixes**.
- Use of 'ly' to create **adverbs**.

- Use **conjunctions** (*when, before, after, while, so, because*), **adverbs** (*then, next, soon, therefore*) and **prepositions** (*before, after, during, in, because of*) to express time, place and cause
- Use paragraphs to group related material.
- Use headings and sub-headings to organise writing in non-fiction pieces
- Use the present perfect form of verbs instead of the simple past e.g. *He has gone out to play* versus *He went out to play*
- Develop the use of **expanded noun phrases**.
- Begin to write simple, compound and complex sentences (starting sentences with a **subordinate clause**).
- Begin to use fronted adverbials.
- Understanding **pronouns** and how they can replace a noun.
- Exploring **word families** based on common words.

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Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

- Join words and clauses using 'and'.
- Combine words to make sentences.
- Sequence sentences for short narratives.
- Re-read own writing or written text to ensure it makes sense.

- Say a sentence before it is written
- Understand **suffixes** can be added to a verb.
- Prefixes can change the meaning of **verbs** and **adjectives**.

- Expand noun phrases by including modifying adjectives, nouns and preposition phrases e.g. *the teacher expanded the strict maths teacher with curly hair*
- Use fronted adverbials (*Later that day, I heard the bad news*)

- Use paragraphs to organise ideas around a theme
- Choose whether to use nouns or pronouns within and across sentences to avoid repetition

- Use past and present tense accurately.
- Use a range of **conjunctions** confidently.
- Use a range of simple, compound and complex sentences (starting sentences with a **subordinate clause**).
- Introduce **determiners**.

- Use the passive voice to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*
- Choose and use formal and informal speech to match the purpose of the writing e.g. the use of question tags: *He's your friend, isn't he?*
- Use subjunctive forms such as *If I were* or *Were they to come* in some very formal writing

- Use **relative clauses** beginning with *who, which, where, when, whose, that*
- Use **adverbs** (*perhaps, surely*) or **modal verbs** (*might, should, will, must*) to indicate degrees of possibility
- Use **adverbials of time** to link ideas across paragraphs e.g. *later*

- Use perfect tense to show when something happened.
- Use the correct tense throughout.
- Organise ideas into paragraphs to show a change on information.
- Create **cohesion** through conjunctions and adverbial phrases.
- Begin using **passive voice** to vary sentences.
- Introduce **relative clauses** and **relative pronouns**.

- Use a range of cohesive devices to link ideas across paragraphs e.g. repetition of a word or phrase, use of adverbials or ellipses
- Use structural features to organise text e.g. headings, sub-headings, columns

- Use a range of clause structures varying their position in a sentence.
- Use adverbs, prepositional phrases and expanded noun phrases effectively.

Children should be secure with the objectives from the previous year groups as well as the new learning for their year group. Previous learning can be recapped through SPAG retrieval activities at the start of Writing lessons and evidence in writing

BOOKS.