

St Mary & St Andrew's Catholic Primary School



English Grammar Progression Map

At St Mary & St Andrew's, we teach the National Curriculum grammar objectives through our writing units as well as through 'starter' activities at the beginning of literacy lessons.

This document is to support teachers to plan their starter activities and discreet grammar lessons to ensure the full coverage of the National Curriculum objectives, as well as ensuring the objectives are revisited throughout the year.

Year 1

	Autumn	Spring	Summer
Word	Suffixes of verbs, adding "-ed" "-er" "est" or "-ing" (when no change is needed)	Use the prefix of "un-" to create antonyms: happy – unhappy; kind – unkind	Regular plurals where you only add an "-s" or "- es"
Sentence	Write a simple sentence starting with a noun/proper noun Write a simple sentence starting with a personal pronoun	Use co-ordinating conjunction: and	Use co-ordinating conjunction: or & but
Text		Sequence sentences to form short narratives	
Punctuation	Use capital letters for the beginning of sentences Use a capital letter for personal pronoun "I" Finish the sentence with a full stop	Begin to punctuate with a question mark or exclamation mark	Use capital letters for proper nouns (people and places)

Year 2

	Autumn	Spring	Summer
Word	Form simple past tense by adding "-ed" Suffixes – adding "-ness" and "-er" to form a noun: kind – kindness teach – teacher	Suffixes – formation of adjectives by adding "-ful": care – careful Suffixes – formation of adjectives by adding "-less": help – helpless	Adding "-ly" to an adjective to make an adverb: quick – quickly
Sentence	Write compound nouns and noun phrases: Noun + noun determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket) Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": big – bigger – biggest	Identify adjectives Identify verbs Coordinating conjunctions to create a compound sentence: Or, and, but Identify and write sentences that are a: statement, question, exclamation or command	Subordinate conjunctions to create a complex sentence: when, if , that, because Use the prepositions: behind, above, along, before, between, after Identify adverbs "ly" Using determiners/generalisers: most, some , all, many, much, more
Text	Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) I like; he/she likes; we like; they like; you like	Correct choice and consistent use of present tense and past tense throughout writing	
Punctuation	Write a sentence that ends with an exclamation mark, question mark or full stop Using commas to separate lists: He had a bag, ball and a bat.	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Apostrophes for possession: (singular nouns) girl's bag Apostrophes of omission: he didn't he couldn't

Year 3

	Autumn	Spring	Summer
Word	Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable Forgetting, forgotten beginning , beginner Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h") Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs	To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es" To make the plural for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": wolf – wolves Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: chief – chiefs	Formation of nouns using prefixes: auto- anti- super- under- Homophones and their meanings: bear – bare pear – pair
Sentence	Compound sentences with co-ordinating conjunctions: and, but, or, so, for, nor, yet Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs Expressing time, place and cause using adverbs: then, next, soon	Verbs – Use irregular simple past-tense verbs: awake – awoke, blow – blew Prepositions: next to, by the side of, in front of, during, though, throughout, because of	Complex sentences using subordinate conjunctions: until, although, even if Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several Expressing time, place and cause using conjunctions: when, before, after, while, so, because
Text			
Punctuation		Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"	Inverted commas: Place the spoken word between inverted commas.

Year 4

	Autumn	Spring	Summer
Word	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" baby – babies Suffixes: The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.	Sometimes there is no obvious root word. –our is changed to –or before –ous is added. Prefixes to give the antonym: "im-", "in-", "ir-", "il-"	Find synonyms of verbs
Sentence	Expanded noun phrases: Changing The teacher to The strict English teacher with the grey beard Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" happy – happier – happiest Possessive pronouns: yours, mine, theirs ours, hers, his, its	Verbs ending in "y": change the "y" to an "i" and add "-es" carry – carries Verbs – Modal verbs: could, should, would Prepositions: at, underneath, since, towards, beneath, beyond	Compound nouns using hyphens Specific determiners: their, whose, this, that, these, those, which
Text	Understand Informal and formal language	Use of paragraphs to organise ideas around a theme	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition
Punctuation	Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: Flying through the air, Harry crashed into a hidden tree.	Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!"	Possessive apostrophes for regular singular and plural nouns

Year 5

	Autumn	Spring	Summer
Word	Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-" Connectives to build cohesions: - Exemplification - Results - To summarise - To sequence	Homophones and other words that are often confused
Sentence	Identify and use future tense verbs Start a sentence with an expanded "-ed" clause: Frightened of the dark, Tom hid under the bed all night.	Indicating degrees of possibility using modal verbs: might, should, will, must Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing Identify prepositions & begin sentences with prepositional phrases	Relative clauses to add detail beginning with relative pronouns: "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun Indicating degrees of possibility using adverbs: perhaps, surely
Text	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
Punctuation	Secure use of compound sentences Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Write rhetorical questions Use inverted commas accurately with punctuation	Use brackets and dashes for parenthesis Colons for play scripts and to start a list

Year 6

	Autumn	Spring	Summer
Word	Suffix: Adding suffixes beginning with vowel letters to words ending in -fer		Antonyms: using prefixes
Sentence	Identify common, abstract, collective and Proper nouns Identify and use auxiliary verbs, modal verbs and imperative verbs Fronted adverbials	Pronouns: relative and possessive Identify prepositional phrases	Identify the subject and object of the sentence Identify determiners in context
Text	Informal and formal speech: find out / discover ask for / request go in / enter Using question tags for informality: He's in your class, isn't he? Use the subjunctive for formal writing: If I were you...	The difference between passive and active sentence and when to use the passive	
Punctuation	Semicolons to demarcate within a list and to mark the boundary between clauses: It's raining; I'm fed up Colon and bullet points for a list Colons to mark the boundary between clauses: It's sunny: I'm going out to play.	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas Hyphens for compound words to avoid ambiguity: man eating shark or man-eating shark	Dashes to mark the boundary between clauses: It's raining – I'm fed up Ellipses to create suspense and to show missing words in a quote