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 English 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.

Word					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Regular **plurals** where you only add an "-s" or "-es"	Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and **possessive** –s	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	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]
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Formation of **adjectives** using **suffixes** such as –ful, –less	Formation of nouns using a range of **prefixes** [for example super–, anti–, auto–*super-* *under-*	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]	Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	How words are related by meaning as **synonyms** and **antonyms** [for example, big, large, little].
Use the prefix of "un-" to create antonyms: *happy – unhappy* *kind – unkind*	Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn **adjectives** into **adverbs**	Use of 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]			
	A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1				

Sentence					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
How words can combine to make **sentences**	Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because]	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	**Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun	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)].
Joining words and joining clauses using and	How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Fronted **adverbials** [for example, Later that day, I heard the bad news.]	Indicating degrees of possibility using adverbs [for example, perhaps, surely]	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]
	Subordination (using when, if, that, because)	Expressing time, place and cause using **prepositions** [for example, before, after, during, in, because of]	Introducing **possessive determiners** (my, your, his etc.) and **demonstrative determiners** (this, that, these, those).	Indicating degrees of possibility using **modal verbs** [for example, might, should, will, must]	
	Co-ordination (using or, and, but)			Identify and various quantifiers (some, many, few), understand their role in modifying the meaning of nouns, and use determiners to create **cohesion** in written paragraphs.	

Text					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sequencing **sentences** to form short narratives	Correct choice and consistent use of **present tense and past tense** throughout writing	Text Introduction to paragraphs as a way to group related material	Use of paragraphs to organise ideas around a theme	Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]	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
	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]	Headings and sub-headings to aid presentation	Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion and avoid repetition	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]	Layout devices [for example, headings, sub-headings, columns, **bullets points,** or tables, to structure text]
		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			

Punctuation					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Separation of words with space		Introduction to **inverted commas** to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Brackets to indicate **parenthesis**	Use of the **semi-colon** to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
Introduction to **capital letters** and **full stops** to demarcate sentences	Use of capital letters and full stops to demarcate sentences			Dashes to indicate **parenthesis**	Use of the **colon** to mark the boundary between independent clauses
Introduction to **question marks**	Use of **question** marks to demarcate sentences			Commas to indicate **parenthesis**	Use of the **dash** to mark the boundary between independent clauses
Introduction to **exclamation mark**	Use of exclamation marks to demarcate sentences				Use of the **colon** to introduce a list and use of semi-colons within lists
Capital letters for names and for the personal pronoun I					Punctuation of **bullet points** to list information
	Using **commas** to separate lists: *He had a bag, ball and carpet.*		Use of commas after fronted **adverbials**	Use of commas to clarify meaning or avoid **ambiguity**	
	Apostrophes for possession: (singular nouns) *girl's bag*		Apostrophes to mark plural **possession** [for example, the girl's name, the girls' names]		How **hyphens** can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
	Apostrophes of omission: *he didn't* *he couldn't*				

Vocabulary Children should know					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points