

Grammar Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es (dog, dogs; wish, wishes)	Formation of nouns using suffixes such as –ness and –er	Formation of nouns using a range of prefixes (super–, anti–, auto–)	The grammatical difference between plural and possessive –s	Converting nouns or adjectives into verbs using suffixes (–ate; –ise; –ify)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out – discover; ask for – request; go in – enter)
	Suffixes that can be added to verbs (e.g. helping, helped, helper)	Formation of nouns by compounding (whiteboard, superman)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel (a rock, an open box)	Standard English forms for verb inflections instead of local spoken forms (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 (big, large, little)
	How the prefix un– changes the meaning of verbs and adjectives (unkind, or undoing: untie the boat)	Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverb	Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)			
Sentence	How words can combine to make sentences	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)	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)	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 (I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).
	Joining words and joining clauses using and	Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Fronted adverbials (<u>Later that day</u> , I heard the bad news.)	Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (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)
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing	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 (then, after that, this, firstly)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (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 (she is drumming, he was shouting)	Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)	Layout devices (headings, sub-headings, columns, bullets, or tables, to structure text)
Punctuation	Separation of words with spaces	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)	Brackets, dashes or commas to indicate parenthesis	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (It’s raining; I’m fed up)
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list		Apostrophes to mark plural possession (the girl’s name, the girls’ names)	Use of commas to clarify meaning or avoid ambiguity	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	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl’s name)		Use of commas after fronted adverbials		Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (man eating shark versus man-eating shark, or recover versus re-cover)
Terminology for pupils	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, 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