Minchinhampton C of E Primary Academy Grammar Progression

Year 1	
Word	• Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives (e.g. untie, unkind) • Adjectives are used to describe nouns
Sentence	• How words can combine to make sentences • Joining words and joining clauses using and
Text	• Sequencing sentences to form short narratives or non-narrative writes
Punctuation	• Separation of words with spaces • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use of capital letters for names and the personal pronoun I
Terminology	• letter, capital letter • noun, adjective, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark

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Year 2	
Word	• Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman) • Formation of adjectives using suffixes such as –ful, –less • Use of the suffixes –er, –est in adjectives • Use of –ly in Standard English to turn adjectives into adverbs • Correct use of homophones
Sentence	• Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification (e.g. the blue butterfly, the man in the moon) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	• Correct choice and consistent use of present tense and past tense throughout writing • Grouping of related ideas together in sections for non-fiction texts which begins to develop an awareness of paragraphs • Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting
Punctuation	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark omission (e.g. don't) • Apostrophes to mark singular possession in nouns (e.g. the dog's name]
Terminology	• noun phrase • statement, question, exclamation, command • compound, suffix • adverb, verb, conjunction, • tense (past, present) • apostrophe, comma

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Year 3	
Word	• Formation of nouns using a range of prefixes (e.g. super–, anti–, auto–) • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve) • Correct use of more complex and near homophones • Use of a wider range of subordinating conjunctions (e.g. when, if, although) • Use of specific nouns for clarity (e.g. terrier not dog) • Use of first/third person

Sentence	• Expressing time, place and cause using
	   - conjunctions (e.g. when, before, after, while, so, because)
	   - adverbs (e.g. then, next, soon, therefore)
	   - prepositions (e.g. before, after, during, in)

Text	• Use of paragraphs as a way to group related material • Use of headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play. / He went out to play.)
Punctuation	• Use of inverted commas to punctuate direct speech
Terminology	• Preposition, determiner, synonym • word family, prefix, first/third person • conjunction • clause, subordinate clause, • direct speech • consonant, vowel, • inverted commas

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Year 4	
Word	• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was) • Rec

Sentence	• Noun phrases expanded by the addition of
	   - modifying adjectives
	   - nouns
	   - preposition phrases
	• Fronted adverbials (e.g. Later that day,)

Text	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	• Use of inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession (e.g. the girls' names) • Use of commas after fronted adverbials
Terminology	• pronoun • determiner • possessive • adverbial

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Year 5	
Word	• Converting nouns or adjectives into verbs using suffixes (e,g, – ate, –ise, –ify) • Verb prefixes (e.g. dis–, de–, mis–, over– and re–)

Sentence	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	• Indicating degrees of possibility using
	   - adverbs (e.g. perhaps, surely)
	   - modal verbs (e.g. might, should, will, must)
	• There is correct subject and verb agreement when using singular and plural.

Text	• Use of linking words/phrases between sentences and paragraphs to build cohesion
	• Linking ideas across paragraphs using
	   - adverbials of time
	   - adverbials of place
	   - adverbials of number
	   - tense choices (e.g. he had seen her before)

Punctuation	• Use of brackets • Use of commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Punctuation of bullet points to list information
Terminology	• modal verb, relative pronoun • relative clause, cohesion • parenthesis, bracket, ambiguity, bullet points

Year 6	
Word	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
Sentence	• Use of the passive to affect the presentation of information in a sentence (e.g. John broke the window in the greenhouse. / The window in the greenhouse was broken) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the subjunctive form
Text	• Linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, chains of reference, grammatical connections, punctuation) • Layout devices to structure text
Punctuation	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity (e.g. man eating shark / man-eating shark, or recover / re-cover) • Use of ellipses (as a cohesive device) • Use of dashes for parenthesis
Terminology	• subject, object, active, passive • ellipsis, hyphen, colon, semi-colon, dash