

# **Elmhurst Primary School**

## **Grammar Progression Document**

**2021**

Year 1	Vocabulary, grammar and punctuation	Terminology for pupils
<i>Word</i>	<ul style="list-style-type: none"> <li>• Use regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>• Understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<p><i>plural noun, singular noun</i></p> <p><i>suffix</i></p> <p><i>verbs, root word</i></p> <p><i>prefix, adjective</i></p>
<i>Sentence</i>	<ul style="list-style-type: none"> <li>• Learn how words can combine to make sentences</li> <li>• Begin to join words and clauses using <b>and</b></li> </ul>	<p><i>sentence</i></p> <p><i>conjunction</i></p>
<i>Text</i>	<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> </ul>	<p><i>sequence</i></p>
<i>Punctuation</i>	<ul style="list-style-type: none"> <li>• Separate words with spaces</li> <li>• Introduce to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use capital letters for names of people, places, days of the week and for the personal pronoun ‘I’</li> </ul>	<p><i>spaces</i></p> <p><i>punctuation, capital letter, full stops, questions marks, exclamation.</i></p> <p><i>proper noun, personal pronoun</i></p>

Year 2	Vocabulary, grammar and punctuation	Terminology for pupils
Word	<ul style="list-style-type: none"> <li>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<i>noun, suffix</i> <i>compound noun</i>  <i>adjectives</i>  <i>adverb</i>
Sentence	<ul style="list-style-type: none"> <li>Use conjunctions for subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Use expanded noun phrases for description and specification [for example, using an adjective: <i>the blue butterfly, plain flour</i>, or using a prepositional phrase: <i>the man in the moon</i>]</li> <li>Learn how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul>	<i>subordinating conjunction</i> <i>coordinating conjunction</i> <i>subordination, co-ordination</i>  <i>noun phrase, expanded noun phrase, adjective</i>  <i>statement, question, exclamation, command</i>
Text	<ul style="list-style-type: none"> <li>Make correct and consistent use of present tense and past tense throughout writing</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> <li>Begin to develop an understanding of some features of written Standard English [for example, <i>use of contractions, or ‘gonna’</i>]</li> </ul>	<i>verb, tense (past, present)</i>  <i>past progressive</i> <i>present progressive</i>  <i>Standard English</i>
Punctuation	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark where letters are missing in spelling [for example: <i>didn’t, she’s</i>] and to mark singular possession in nouns [for example, <i>the girl’s name</i>]</li> </ul>	<i>full stop, capital letter, question marks, exclamation mark.</i>  <i>comma</i>  <i>apostrophe for omission/contraction</i>  <i>possessive apostrophe</i>

Year 3	Vocabulary, grammar and punctuation	Terminology for pupils
Word	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</li> <li>Recognise word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</li> </ul>	<i>noun, prefix</i> <i>determiner, indefinite article</i> <i>consonant/vowel</i>  <i>word family/root word</i>
Sentence	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</li> <li>Use a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> to create multi-clause sentences</li> </ul>	<i>conjunctions</i> <i>adverb</i> <i>preposition</i>  <i>main clause, subordinate clause</i>
Text	<ul style="list-style-type: none"> <li>Begin to use paragraphs as a way to group related material</li> <li>Use headings and sub-headings to aid presentation</li> <li>Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>	<i>paragraph</i>  <i>heading/sub-heading</i>  <i>present perfect</i> <i>simple past</i>
Punctuation	<ul style="list-style-type: none"> <li>Begin to use inverted commas to punctuate direct speech</li> </ul>	<i>direct speech, inverted commas</i>

Year 4	Vocabulary, grammar and punctuation	Terminology for pupils
Word	<ul style="list-style-type: none"> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• Know the difference between Standard English forms for verb inflections and local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>• Recognise different determiners and the changes in meaning [for example: <i>an apple</i>, <i>the apple</i>, <i>those apples</i>, <i>three apples</i>]</li> </ul>	<p><i>plural, possessive</i></p> <p><i>Standard English/non-Standard English</i></p> <p><i>determiner, indefinite article, definite article</i></p>
Sentence	<ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>• Use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>	<p>noun phrase, adjective preposition(al) phrases</p> <p>fronted adverbial</p>
Text	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>paragraphs, theme</p> <p>pronoun, possessive pronoun cohesion</p>
Punctuation	<ul style="list-style-type: none"> <li>• Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>• Use apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</li> <li>• Use commas after fronted adverbials</li> </ul>	<p>inverted comma, direct speech</p> <p>comma</p> <p>apostrophe, plural possession</p> <p>fronted adverbial</p>

Year 5	Vocabulary, grammar and punctuation	Terminology for pupils
Word	<ul style="list-style-type: none"> <li>● Know how to convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</li> <li>● Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] to change the meaning of the verb</li> </ul>	<i>noun, adjective, verb, suffix/</i>  <i>prefix</i>
Sentence	<ul style="list-style-type: none"> <li>● Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>● Indicate degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> <li>● Use the perfect form of verbs to mark relationships of time and cause</li> <li>● Use expanded noun phrases to convey complicated information concisely</li> </ul>	<i>relative clause/relative pronoun</i>  <i>adverbs of degree, modal verbs</i>  <i>perfect tense</i>  <i>expanded noun phrase</i>
Text	<ul style="list-style-type: none"> <li>● Use devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</li> <li>● Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</li> </ul>	<i>cohesion, paragraph</i>  <i>adverbials of time</i>  <i>tenses</i>
Punctuation	<ul style="list-style-type: none"> <li>● Use brackets, dashes or commas to indicate parenthesis</li> <li>● Use commas to clarify meaning or avoid ambiguity [for example: <i>let's eat Grandma!</i>]</li> </ul>	<i>parenthesis, bracket, dash</i>  <i>commas, ambiguity, clarify</i>

Year 6	Vocabulary, grammar and punctuation	Terminology for pupils
Word	<ul style="list-style-type: none"> <li>• Understand 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]</li> <li>• Know how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul>	<i>informal speech/formal writing</i>  <i>synonyms, antonym</i>
Sentence	<ul style="list-style-type: none"> <li>• Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>	<i>Passive</i> <i>active</i> <i>subject</i> <i>object</i>  <i>question tags</i> <i>subjunctive form</i>
Text	<ul style="list-style-type: none"> <li>• Link 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</li> <li>• Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables] to structure text]</li> </ul>	<i>cohesive devices</i> <i>repetition</i> <i>adverbial</i> <i>ellipsis</i>  <i>heading, subheading, column, bullets, tables.</i>
Punctuation	<ul style="list-style-type: none"> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</li> <li>• Use a colon to introduce a list and use semi-colons within lists</li> <li>• Punctuate of bullet points to list information</li> <li>• Know how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>• Use ellipsis for cohesion</li> </ul>	<i>semi-colon</i> <i>dash</i> <i>colon</i>  <i>bullet points</i>  <i>hyphen</i> <i>ellipsis</i>