

EYFS Grammar

Word structure	<p>Using phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Writing some irregular common words.</p> <p>Using phonic knowledge to write simple regular words.</p> <p>Use phonic knowledge to make phonetically plausible attempts at more complex words.</p>
Sentence and Text structure	<p>Writing sentences which can be read by themselves and others.</p> <p><i>Some words in their sentences are spelt correctly and others are phonetically plausible.</i></p> <p>Playing and experimenting with writing and watching others write (shared writing).</p> <p>Using opportunities for writing to communicate. (e.g. through notes, reminders, lists, and access to and encouragement to use writing materials in meaningful situations)</p> <p>Writing sentences about what they know. <i>For this reason, writing recounts about significant events is important</i></p> <p>Write their own names correctly.</p> <p>Begin to form sentences, sometimes using punctuation.</p> <p>When speaking:</p> <p><i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p> <p><i>Extend their vocabulary, exploring the meaning and sounds of new words.</i></p> <p><i>Retell narratives in the correct sequence, drawing on the language patterns of stories.</i></p>
Punctuation	<p>Begin to form sentences, sometimes using punctuation—full stops and capital letters</p>
Fine Motor Control	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • <i>Activities for developing gross and fine motor control and the movements involved in the formation of the letters of the alphabet</i> • <i>play scenarios which help children to develop fine motor skills for effective pencil control.</i>

Year 1 Grammar

Word structure	<p>Understanding of how suffixes and prefixes change the meaning of words.</p> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes).</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie the boat).</p>
Sentence and Text structure	<p>Beginning to understand how words can combine to make sentences.</p> <p>Joining words and joining sentences using the conjunction 'and'.</p> <p>Writing simple sentences correctly.</p> <p>Beginning to use co-ordination (or, and, but) and use subordination (when, if, that, because).</p> <p>By the end of Year 1, children can write a simple narrative recount with some connectives other than and or then (even if the punctuation is not always accurate).</p> <p>Sequencing sentences to form short narratives.</p> <p>The reader knows what has happened in parts of my story.</p> <p>Most of the time, the reader can understand how each part of the story fits together.</p> <p>(Explaining what a sentence is to young children is particularly difficult. They are taught that, in books, a sentence starts with a capital letter and ends with a full stop and that they should observe this practice when they write. But how to recognise when you have written a sentence is another matter. Some children are helped by being told that a sentence makes sense on its own, contains one verb at least and is complete; that it consists of an idea. Children should point out the sentences in shared reading and should have plenty of opportunities to experiment with constructing sentences orally as well as writing them.)</p>
Punctuation	<p>Separating words with spaces.</p> <p>Starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using capital letters for names and for the personal pronoun 'I'.</p>
Key vocabulary	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, main clause
Grammar Guidance	<p>During shared writing it is important to provide opportunities for children to talk about the writing process and discuss the content of their writing with others. These focused discussions help to clarify ideas, rehearse unfamiliar language structures and extend the range of vocabulary.</p> <p>Children should be reminded to think of the whole sentence (an idea) and say it aloud before they start to write. However, young children still sometimes miss out a word as their pace of writing is slow. Rereading and checking should become a habit. Children who continually omit words should be encouraged to point to each word as they reread. This makes omissions more obvious.</p>

Year 2 Grammar

Word structure	<p>Understanding of how suffixes and prefixes change the meaning of words.</p> <p>Formation of nouns using suffixes such as -ness, -er.</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.</p>
Sentence and Text structure	<p>Writing simple sentences correctly.</p> <p>Understanding the terminology 'main clause' and 'phrase'. <i>Being able to relate their understanding to the presence of 'verbs'.</i></p> <p>Beginning to understand that connectives: link ideas within a sentence, link sentences and link paragraphs.</p> <p>Linking ideas within a sentence, using co-ordination or subordination. <i>Using co-ordination (or, and, but) and using Subordination (when, if, that, because)</i></p> <p>Using conjunctions to link ideas within a sentence.</p> <p>Beginning to understand that when they using a co-ordinating conjunction—<i>for, and, nor, but, or, yet, so (FANBOYS)</i> - to join two main clauses that they are writing a compound sentence.</p> <p>Using connecting adverbs to link ideas in sentences and paragraphs.</p> <p>Using connecting adverbs:</p> <ul style="list-style-type: none"> • to explain (<i>e.g. because, as</i>). • to order (<i>e.g. next, then, after</i>). <p>Expanded noun phrases for description and specification (<i>e.g. the blue butterfly, plain flour, the man in the moon</i>).</p> <p>Writing sentences with different forms: statement, question, exclamation, command.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</i></p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p>
Key vocabulary	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>
Grammar Guidance	<p>During the beginning of Year 2, children can orally 'rehearse' their sentences ahead of writing independently and show evidence of applying their knowledge of language and its structures gained from reading. Their independent writing demonstrates the ability to punctuate simple sentences and to use spelling strategies drawn from their growing phonic knowledge and skills, and sight vocabulary.</p> <p>During Year 2 children will increasingly develop their ability to control their writing. They will learn more about the ways in which words and sentence structure can be extended, manipulated and linked in specific ways to suit context, purpose and audience. They will also learn how the use of planning devices can support the development of more extended pieces of writing in which ideas can be linked coherently.</p>

Year 3 Grammar

Word structure	<p>Understanding of how suffixes and prefixes change the meaning of words. Formation of nouns using a range of prefixes, <i>such as super-, anti-, auto-</i>. Use of the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (<i>e.g. a rock, an open box</i>).</p>
Sentence and Text structure	<p>Expressing time and cause using conjunctions (<i>e.g. when, so, before, after, while, because</i>), adverbs (<i>e.g. then, next, soon, therefore</i>), prepositions (<i>e.g. before, after, during, in, because of</i>).</p> <p>Understanding that connectives: link ideas within a sentence (conjunction), link sentences and link paragraphs (connecting adverbs or prepositions).</p> <p>Extending ideas using co-ordinating conjunctions and subordinating conjunctions.</p> <p>Understanding what a co-ordinating conjunction is and using them correctly in compound sentences. <i>Children understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction—FANBOYS.</i> <i>Writing compound sentences correctly</i></p> <p>Using subordinating conjunctions to extend their ideas—when, if, that, because. <i>Children do not need to understand that they are using a subordinating conjunction. They need to be aware that they are extending their ideas within a sentence.</i></p> <p>Beginning to use a wider range of subordinating conjunctions, such as <i>after, although, as, before, even if, even though, so that, than, that, though, unless</i></p> <p>Beginning to understand how to punctuate connecting adverbs if they link ideas in two or more sentences. (<i>e.g. The school bus arrived. Therefore, I climbed aboard.</i>)</p> <p>Beginning to use a range of connecting adverbs:</p> <ul style="list-style-type: none"> • to order and link paragraphs (<i>e.g. secondly, meanwhile, finally</i>). • to explain (<i>e.g. as, when, since</i>). • to change or to say the opposite or to compare (<i>e.g. such as, but, on the other hand</i>). <p>Introduction to paragraphs as a way to group related material. <i>Understanding when and why to start a new paragraph.</i></p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (<i>e.g. I have written it down so we can check what he said.</i>)</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Introduction to inverted commas to punctuate direct speech.</p>
Key vocabulary	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, main clause</p>

Year 4 Grammar

Word structure	<p>The grammatical difference between plural and possessive -s</p> <ul style="list-style-type: none"> When we want to show that something belongs to somebody or something, we usually add 's to a singular noun and an apostrophe ' to a plural noun, (e.g. the boy's ball (one boy) OR the boys' ball (two or more boys)) <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, I did instead of I done or I have spoken to instead of I have spoke to.)</p>
Sentence and Text structure	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition (e.g. <i>Instead of: 'Jack went to the shops so that Jack could buy a KitKat.' The sentence would read 'Jack went to the shops so that he could buy a KitKat.'</i>)</p> <p>Understanding that connectives: link ideas within a sentence (conjunction), link sentences, link paragraphs (connecting adverbs or prepositions).</p> <p>Linking and extending within their sentences using conjunctions. <i>Children understand that 'linking within the sentence' is the function of co-ordinating and subordinating conjunctions.</i></p> <p>Using co-ordinating conjunctions correctly in compound sentences and subordinating conjunctions correctly in complex sentences. <i>Children understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction. FANBOYS.</i> <i>Children understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses.</i></p> <p><i>Using a range of subordinating conjunctions in their writing, such as although, as, before, even if, even though, so that, than, that, though, unless.</i></p> <p>Children understand the difference between a main clause, subordinate clause and a phrase. Using subordinating clauses during the beginning or end of their complex sentences to extend their ideas. Writing simple, compound and complex sentences correctly. Punctuating connecting adverbs if they link ideas in two or more sentences (e.g. <i>The school bus arrived. Therefore, I climbed aboard.</i>) Becoming aware that not all connectives at the beginning of a sentence will be followed by a comma (e.g. <i>Suddenly he was there.</i>)</p> <p>Using a wider range of connecting adverbs:</p> <ul style="list-style-type: none"> to order sentences (e.g. <i>secondly, meanwhile, finally</i>). to explain (e.g. <i>as, when, since, due to the fact that</i>). to say the opposite or to compare (e.g. <i>but, on the other hand, whereas, however, although</i>). to add information (e.g. <i>also, in addition</i>). <p>Use of paragraphs to organise ideas around a theme. <i>Understanding when to start a new paragraph and the reasons for this.</i></p> <p>Use Fronted adverbials. <i>An adverbial is a word or phrase which gives you more information about the verb as adverbs often do, but which is not necessarily an adverb. Fronted adverbials are usually followed by a comma (e.g. <i>Later that day, I heard the bad news.</i>)</i></p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list and Use of commas after fronted adverbials - see sentence structure.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Use of inverted commas to punctuate direct speech <i>Children should also: start a new paragraph whenever the speaker changes, only include the actual words the speaker says and put a punctuation mark inside the closing inverted comma.</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>).</p>
Key vocabulary	pronoun, possessive pronoun, adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction

Year 5 Grammar

Word structure	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-).</p>
Sentence and Text structure	<p>Writing a variety of simple, compound and complex sentences correctly, using the correct punctuation.</p> <p>Children are secure with terminology: co-ordinating conjunctions for compound sentences, subordinating conjunctions for complex sentences.</p> <p>Understanding that connectives: link ideas within a sentence, link sentences and link paragraphs. They are either <i>conjunctions, adverbs or prepositions</i>.</p> <p>Understanding that not all connectives at the beginning of a sentence will be followed by a comma (e.g. <i>Suddenly he was there.</i>).</p> <p>Punctuating connecting adverbs that link ideas in two or more sentences correctly (e.g. <i>The school bus arrived. Therefore, I climbed aboard.</i>)</p> <p>Punctuating connecting adverbs which show the relationship between ideas within an independent clause correctly (e.g. <i>This young man is determined, nevertheless, to finish his report.</i>)</p> <p>Using a range of connecting adverbs:</p> <ul style="list-style-type: none"> • to add more information or further evidence/examples (e.g. <i>Furthermore, in addition, moreover</i>). • to say the opposite or to compare (e.g. <i>whereas, however, on the other hand, although</i>). • to explain (e.g. <i>in order to, in case, due to the fact that and therefore</i>). <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>).</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>).</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>).</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p><i>John, a 7-year-old cat from Doncaster, hid in the engine area of his owner's car for a 60-mile trip to the seaside.</i></p> <p><i>On a happier note, her latest song — Wind Me Up Baby — is, according to those in the know, expected to enter the charts in the top 5</i></p> <p><i>At midnight last night, Skip (a guard dog for Bonds Ltd in Bury) hospitalized two burglars before returning to eat the steaks they had thrown him</i></p> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list, commas after fronted adverbials</p>
Key vocabulary	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Year 6 Grammar

Word structure	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).
Sentence and Text structure	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken).</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there, or The fact that it was raining meant the end of sports day).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing—such as the use of question tags, (e.g. He's your friend, isn't he?), or the use of the subjunctive in some very formal writing and speech.</p> <p>Writing a variety of simple, compound and complex sentences. <i>Children can write a variety of simple, compound and complex sentences correctly—using correct punctuation.</i> <i>Children are secure with terminology: co-ordinating conjunctions for compound sentences, subordinating conjunctions, relative pronouns for complex sentences.</i> <i>When writing complex sentences children can punctuate the subordinate clause or relative clause correctly, dependant on the position of this clause in the sentence.</i></p> <p>Understanding how to punctuate connecting adverbs if they link ideas in two or more sentences (e.g. The school bus arrived. Therefore, I climbed aboard.)</p> <p>Punctuating connecting adverbs which show the relationship between ideas within an independent clause (e.g. This young man is determined, nevertheless, to finish his report.)</p> <p>Using connecting adverbs to indicate a connection between two independent clauses in one sentence (e.g. The dark skies and distant thunder dissuaded Clarice from her afternoon run; moreover, she had thirty calculus problems to solve for her morning class.)</p> <p>Using a range of connecting adverbs:</p> <ul style="list-style-type: none"> • to add more information or further evidence/examples (e.g. furthermore, in addition, moreover). • to say the opposite or to compare (e.g. nevertheless, whereas, however, on the other hand, although). • to explain (e.g. in order to, in case, due to the fact that, consequently, therefore). <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list, commas after fronted adverbials.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).</p>
Key vocabulary	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym