

## Grammar Strand

Pupils should learn how to:

### Reception

- Leave spaces between words (WTS KS1)

### Year 1

- Use correct grammatical terminology when discussing their writing
- Leave spaces between words (WTS KS1)
- Join words with 'and' within sentences
- Join sentences with 'and' (EXS KS1)
- Recognise and know the purpose of nouns
- Recognise and know the purpose of verbs
- Form singular and plural nouns (link with spelling)
- Change the meaning of words by adding un- (link with spelling)
- Form new nouns by compounding e.g. whiteboard (link with spelling)

### Year 2

- Use correct grammatical terminology when discussing their writing
- Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions
- Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)
- Recognise and write statements
- Recognise and write questions
- Recognise and write exclamations
- Recognise and write commands
- Join sentences with 'or' and 'but' (EXS KS1)
- Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)
- Avoid using 'and', 'but' or 'so' after a full stop
- Write and use expanded noun phrases
- Form nouns by using suffixes such as -ness and -er.
- Use precise and appropriate verbs when writing
- Write consistently in 'past' or 'present' tense (EXS KS1)
- Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing
- Recognise and know the purpose of adjectives
- Form adjectives using -ful, -er, -est and -less (link with spelling)
- Recognise and know the purpose of -ly adverbs
- Form and use adverbs by adding -ly to adjectives
- Learn to use some features of written standard English

### Year 3

- Use correct grammatical terminology when discussing their writing

- Use and understand the terms consonant and vowel
- Explore word families based on common words
- Recognise and know the purpose of conjunctions
- Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because
- Use a or an appropriately
- Create new nouns using prefixes
- Recognise and know the purpose of pronouns
- Recognise and know the purpose of personal pronouns e.g. I, me, we, us, you, he, she, it, him, her, they, them
- Recognise and know the purpose of adverbs (**beyond -ly**)
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore
- Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)
- Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form'
- Recognise and know the purpose of prepositions
- Use prepositions to express time, cause and place e.g. before, after, during, in, because of
- **Use prepositional phrases to add detail to sentences**
- Understand what a main clause is
- **Recognise simple and compound sentences**

#### Year 4

- Use correct grammatical terminology when discussing their writing
- Use a wider range of conjunctions to extend sentences including when, if, because, although
- Recognise and know the purpose of determiners
- Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
- Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
- Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
- Fully understand the difference between plural and possessive s
- Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was
- **Use adverbs to express frequency e.g. often and manner e.g. loudly**
- **Recognise adverbial phrases and clauses**
- Use fronted adverbials
- **Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2)**
- Know what a subordinate clause is
- **Know what a complex sentence is**

- Write and use complex sentences

## Year 5

- Use correct grammatical terminology when discussing their writing
- Understand that grammar can be used semantically and pragmatically
- Use grammar both semantically and pragmatically
- **Use devices for cohesion within a paragraph (EXS KS2)**
- Ensure correct subject verb agreement
- Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text
- Recognise relative pronouns e.g. which, that, who (whom, whose), when, where
- Use relative pronouns appropriately
- Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
- Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will
- Recognise a modal adverb is e.g. perhaps, surely, obviously
- Use modal verbs and adverbs
- **Use verb tenses consistently and correctly throughout their writing (EXS KS2)**
- Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that
- Use relative clauses to add detail to sentences
- Experiment with clause position in complex sentences
- Orchestrate a range of sentence structures

## Year 6

- Use correct grammatical terminology when discussing their writing
- Understand that grammar can be used semantically and pragmatically
- Use grammar both semantically and pragmatically
- **Select vocabulary and grammatical structures that reflect what the writing requires, and use this mostly appropriately (EXS KS2)**
- Understand the basic subject, verb, object structure of a sentence
- **Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)**
- Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
- Use the ‘perfect form’ of verbs to mark relationships of time and cause
- Understand and recognise active and passive voice
- Use passive voice appropriately in writing
- Understand and explore synonyms and antonyms
- **Manipulate grammar and vocabulary to control levels of formality (GD KS2)**
- Recognise and understand ‘the subjunctive’ e.g. If Fred **were** here, things would be different
- Use more than one subordinate clause successfully in a complex sentence