



## Year Group Expectations - Grammar

<b>Year One</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>* Make nouns plural with suffixes 's' (dog - dogs) or 'es' (wish - wishes)</li> <li>* Add suffixes to verbs (help - helping, helped, helper)</li> <li>* Use the prefix 'un' to change the meaning of verbs (untie) and adjectives (unkind)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Combine words to make sentences.</li> <li>* Join words and join clauses using 'and'</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Sequence sentences to form short narratives</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>* Separate words with spaces</li> <li>* Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>* Use capital letters for names and for the personal pronoun 'I'</li> </ul>
<b>Terminology for pupils</b>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

<b>Year Two</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>* Make nouns using suffixes such as 'ness' (sadness) and er (runner)</li> <li>* Make nouns which are compound words (whiteboard, superman)</li> <li>* Make adjectives using suffixes such as 'ful' (hopeful) and 'less' (careless)</li> <li>* Use the suffixes 'er' and 'est' in adjectives (smaller)</li> <li>* Turn adjectives into adverbs using 'ly' (quickly)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Use the conjunctions 'when, if, that, because' (subordination) and 'or, and, but' (co-ordination)</li> <li>* Use expanded noun phrases for description (the blue butterfly) and specification</li> <li>* Identify statements, questions, exclamations and commands (understand how grammatical patterns in a sentence indicate its function)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Choose and correctly use the present tense and past tense in writing.</li> <li>* Use the progressive form of verbs in the present and past tense to show actions in progress (she is drumming, he was shouting)</li> </ul>
<b>Punctuation</b>	<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 (can't) and to mark singular possession in nouns (the girl's name)</li> </ul>
<b>Terminology for pupils</b>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

## Year Three

<b>Word</b>	<ul style="list-style-type: none"> <li>* Form nouns using a range of prefixes (super, anti, auto)</li> <li>* Use a or an accurately (<u>a</u> rock, <u>an</u> open box)</li> <li>* Word families - related in form and meaning (solve, solution, solver, dissolve, insoluble)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Express time, place and cause using: conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) prepositions (before, after, during, in, because of)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Begin to use paragraphs to group related material</li> <li>* Use headings and sub-headings to aid presentation</li> <li>* Use the present perfect form of verbs (He has gone out to play) instead of the simple past (He went out to play)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>* Use inverted commas to punctuate direct speech</li> </ul>
<b>Terminology for pupils</b>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

## Year Four

<b>Word</b>	<ul style="list-style-type: none"> <li>* Understand difference with 's' for plurals (books) and possessives (its, theirs)</li> <li>* Use Standard English instead of local spoken forms (we were, I did)</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Develop Expanded Noun phrases (the teacher - the strict maths teacher with curly hair) by using modifying adjectives, nouns and preposition phrases</li> <li>* Fronted adverbials (Later that day, ...)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Use paragraphs to organise ideas around a theme</li> <li>* Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>* Use inverted commas and other punctuation for direct speech (The conductor shouted, "Sit down!")</li> <li>* Apostrophes to show plural possession (the girl's name, the girls' names)</li> <li>* Use commas after fronted adverbials</li> </ul>
<b>Terminology for pupils</b>	<p>determiner pronoun, possessive pronoun adverbial</p>

## Year Five

<b>Word</b>	<ul style="list-style-type: none"> <li>* Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)</li> <li>* Verb prefixes (dis-, de-, mis-, over- and re- )</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Write relative clauses beginning with: who, which, where, when, whose, that</li> <li>* Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Build cohesion within a paragraph (then, after that, this, firstly)</li> <li>* Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choice (he <i>had</i> seen her before)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>* Brackets, dashes or commas to indicate parenthesis</li> <li>* Use commas</li> </ul>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun  relative clause  parenthesis, bracket, dash  cohesion, ambiguity</p>

## Year Six

<b>Word</b>	<ul style="list-style-type: none"> <li>* Understand the difference between vocabulary typical of informal speech and formal speech and writing (eg: find out - discover; ask for - request; go in - enter)</li> <li>* Use synonyms and antonyms</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>* Use the passive voice</li> <li>* Understand the difference between structures typical of informal speech (Eg: Use question tags - He's your friend, isn't he?) and structures appropriate for formal speech and writing (Eg: Use the subjunctive forms (If <u>I</u> were ... or <u>Were</u> they ...)</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>* Link ideas across paragraphs by repeating a word or phrase, using adverbials (On the other hand, in contrast, or as a consequence] and ellipsis (...)</li> <li>* Use headings, sub-headings, columns, bullets, or tables to structure text</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>* Use the semi-colon, colon and dash to separate independent clauses (It's raining; I'm fed up)</li> <li>* Use the colon to introduce a list and semi-colons within lists</li> <li>* Use bullet points and accurate punctuation to list information</li> <li>* Use hyphens (recover or re-cover]</li> </ul>
<b>Terminology for pupils</b>	<p>subject, object  active, passive  synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points</p>