



Year Group Expectations - Grammar



Year One

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

Year Two

Word	<ul style="list-style-type: none">* Make nouns using suffixes such as 'ness' (sadness) and er (runner)* Make nouns which are compound words (whiteboard, superman)* Make adjectives using suffixes such as 'ful' (hopeful) and 'less' (careless)* Use the suffixes 'er' and 'est' in adjectives (smaller)* Turn adjectives into adverbs using 'ly' (quickly)
Sentence	<ul style="list-style-type: none">* Use the conjunctions 'when, if, that, because' and 'or, and, but'* Use expanded noun phrases for description (the blue butterfly)* Identify statements, questions, exclamations and commands
Text	<ul style="list-style-type: none">* Choose and correctly use the present tense and past tense in writing.* Use the progressive form of verbs in the present and past tense to show actions in progress (she is drumming, he was shouting)
Punctuation	<ul style="list-style-type: none">* Use capital letters, full stops, question marks and exclamation marks to demarcate sentences* Use commas to separate items in a list* Use apostrophes to mark where letters are missing in spelling (can't) and to mark singular possession in nouns (the girl's name)
Terminology for pupils	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

Year Three

Word	<ul style="list-style-type: none"> * Form nouns using a range of prefixes (super, anti, auto) * Use a or an accurately (<u>a</u> rock, <u>an</u> open box) * Word families (solve, solution, solver, dissolve, insoluble)
Sentence	<ul style="list-style-type: none"> * 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)
Text	<ul style="list-style-type: none"> * Begin to use paragraphs, headings and sub-headings * Use the present perfect form of verbs (He has gone out to play) instead of the simple past (He went out to play)
Punctuation	<ul style="list-style-type: none"> * Use inverted commas to punctuate direct speech
Terminology for pupils	<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

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

Year Five

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

Year Six

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