



| | Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
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| Year 1 | Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs, fish, wishes</i>) | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark |
| | Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) | How <i>and</i> can join words and join sentences | | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | |
| | How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, of undoing, e.g. untie the boat</i>) | | | Capital letters for names and for the personal pronoun I | |
| Year 2 | Formation of nouns using suffixes such as –ness, –er | Subordination (using <i>when, if, that or because</i>) and co-ordination (using <i>or, and, but</i>) | The consistent use of present tense versus past tense throughout texts | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma |
| | Formation of adjectives using suffixes such as –ful, –less | Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour</i>) | Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) | Commas to separate items in a list | |
| | Use of the suffixes –er and –est to form companions of adjectives and adverbs | Sentences with different forms: statement, question, exclamation, command | | Apostrophes to mark the contracted form in a spelling | |
| Year 3 | Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i> | Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) | Introduction to paragraphs as a way to group related material | Introduction to inverted commas to punctuate direct speech | Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause |
| | Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) | | Headings and sub-headings to aid presentation where appropriate | | |
| | Word families based on common words | | Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said</i>) | | |
| Year 4 | The grammatical difference between plural and possessive -s | Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | Use of paragraphs to organise ideas around a theme | Use of inverted commas to punctuate direct speech | Pronoun, possessive pronoun, adverbial |
| | Standard English forms for verb inflections instead of local spoken | Fronted adverbials | Appropriate choice of pronoun or noun across sentences | Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) | |

Much Woolton Catholic Primary School Grammar Progression



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| | forms (e.g. we \were instead of we was, or / did instead of <i>Idone</i>) | | | Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) | |
| Year 5 | Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) | Relative clauses beginning with who, which, where, why or whose | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | Brackets, dashes or commas to indicate parenthesis | Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| | Verb prefixes (e.g. dis-, de-, mis-, over- and re-) | Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) | Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly) | Use of commas to clarify meaning or avoid ambiguity | |
| Year 6 | The difference between vocabulary typical of internal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) | Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the green house vs The window in the green house was broken) | Linking ideas across paragraphs using a wide range of cohesive devices: semantic cohesion (e.g. repetition of phrases), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision | Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma | Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points |
| | | Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there) | | Punctuation of bullet points to list information | |
| | | 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) | Layout devices, such as headings, subheadings, columns, bullet points, tables - as a way to structure text | How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark, or recover vs re-cover) | |