

Progression in grammar skills by year group.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Regular plural noun / singular verb suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (using <i>-ing, -ed, -er, -est</i> e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes <i>-er, est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between plural and possessive <i>-s</i></p> <p>Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes (for example <i>dis-, de-, mis-, over-, and re-</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>) adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including <i>when, if, because and although</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, why, whose, that, or an omitted relative pronoun</i></p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house versus The window in the greenhouse was broken (by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>

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Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [eg, later], place [eg, nearby] and number [eg, secondly] or tense choices [eg, using the perfect form - he had seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [eg, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks or exclamation marks to demarcate sentences</p> <p>Capital letters for names of people, places, days of the week and for the personal pronoun I</p>	<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 where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' name]</p> <p>The use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of a colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]</p>

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Capital letter	Capital letter	Capital letter	Capital letter	Capital letter	Capital letter
Full stop	Full stop	Full stop	Full stop	Full stop	Full stop
Question mark	Question mark	Question mark	Question mark	Question mark	Question mark
Exclamation mark	Exclamation mark	Exclamation mark	Exclamation mark	Exclamation mark	Exclamation mark
Prefix	Prefix	Prefix	Prefix	Prefix	Prefix
suffix	suffix	suffix	suffix	suffix	suffix
Conjunction	Conjunction	Conjunction	Conjunction	Conjunction	Conjunction
Noun	(coordinating/subordinating)	(coordinating/subordinating)	(coordinating/subordinating)	(coordinating/subordinating)	(coordinating/subordinating)
Verb	Noun	Noun	Noun	Noun	Noun
Adjective	Verb	Verb	Verb	Verb	Verb
	Adjective	Adjective	Adjective	Adjective	Adjective
	Adverb	Adverb	Adverb	Adverb	Adverb
	Statement	Statement	Statement	Statement	Statement
	Command	Command	Command	Command	Command
	Question	Question	Question	Question	Question
	Exclamation	Exclamation	Exclamation	Exclamation	Exclamation
	Present tense	Present tense	Present tense	Present tense	Present tense
	Past tense	Past tense	Past tense	Past tense	Past tense
	Comma	Comma	Comma	Comma	Comma
	Apostrophe	Apostrophe	Apostrophe	Apostrophe	Apostrophe
	(Omission & sin. possession)	(Omission & sin. possession)	(Omission & possession)	(Omission & possession)	(Omission & possession)
		Determiner	Determiner	Determiner	Determiner
		Word family	Word family	Word family	Word family
		Preposition	Preposition	Preposition	Preposition
		Paragraphs	Paragraphs	Paragraphs	Paragraphs
		Headings	Headings	Headings	Headings
		Subheadings	Subheadings	Subheadings	Subheadings
		Inverted commas	Inverted commas	Inverted commas	Inverted commas
		Present perfect tense	Present perfect tense	Present perfect tense	Present perfect tense
			Singular	Singular	Singular
			Plural	Plural	Plural
			Standard English	Standard English	Standard English
			Phrases	Phrases	Phrases
			(noun and prepositional)	(noun and prepositional)	(noun and prepositional)
			Clauses	Clauses	Clauses
			(Fronted) Adverbials	(Fronted) Adverbials	(Fronted) Adverbials
			Pronouns	Pronouns	Pronouns
			Speech punctuation	Speech punctuation	Speech punctuation
			Relative pronouns	Relative pronouns	Relative pronouns
			Relative clauses	Relative clauses	Relative clauses
			Modal verbs	Modal verbs	Modal verbs
			Perfect tense	Perfect tense	Perfect tense
			Parenthesis	Parenthesis	Progressive tense

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				(brackets, dashes, commas)	Paranthesis (brackets, dashes, commas) Formal and informal Synonym Antonym Active and passive Subjunctive form Semi-colon Colon Dash Hyphen
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