

English Progression: Grammar

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar For each year, key grammatical vocabulary is given. This is cumulative across the year groups so prior learning should be reinforced.	Pupils should be taught to: - Write simple phrases and sentences that can be read by others. - Know that a sentence begins with a capital letter and ends with a full stop. - Know that a group of words is a phrase or a sentence.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> - Use a capital letter and a full stop to demarcate sentences. - Understand what a noun is. - Know that a proper noun should have a capital letter. - Use pronouns (I, it, he, she, they). - Use simple adjectives to describe the noun and make my writing more interesting. - Use prepositional words to describe where something is. - Know when to add –s and –es to a noun to make it plural. - Use the 3rd person for singular and plural (e.g. I jump, they jump). - Use “and” and “because” to join two simple sentences. - Use the standard form of verbs (e.g. go/went). - Use past and present tense correctly in speech. - Independently combine words to	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> - Understand and use nouns accurately in my writing. - Use expanded noun phrases in my writing to describe, specify and interest the reader. - Understand and use verbs accurately in my writing. - Understand that some adverbs end with the –ly suffix, to describe the verb. - Use some adverbs ending with -ly to describe the verb. - Vary the position of an adverb in a sentence. - Make the correct choice of tense consistently throughout writing. - Write accurately using the past and present tense. - Write irregular verbs accurately (e.g. see / saw; go / went). - Use the progressive form of verbs (e.g. he was shouting; she is drumming).	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> - Know that a verb is an action word. - Know that a sentence cannot make sense without a verb. - Use statements, exclamations, questions and commands in my writing. - Use the past tense consistently in my writing. - Use the perfect form of verbs to show relationships of time and cause. - Use the present perfect tense sometimes in my writing (e.g. He has gone out to play). - Use adverbs to describe the verb (e.g. then, next, soon). - Know some word families based on common words (e.g. solve, solution, solver, dissolve, insoluble). - Understand collective nouns (e.g. a team of players). - Use comparative adjectives (e.g. long, longer, longest).	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> - Understand that tense refers to time. - Know whether a word is a verb or not by testing if the tense can be changed. - Use the standard English form for verb inflections (e.g. we were and not we was). - Understand the difference between regular and irregular verbs. - Mostly choose accurate tense and verb forms in my writing. - Begin to apply Standard or Non-standard English when writing dialogue. - Confidently express time, place and cause by using conjunctions, prepositions and adverbs. - Extend the use of subordinating conjunctions to include: even though, although, as, since, in my writing.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> - Use conjunctions to link clauses within sentences and to link sentences in longer texts. - Identify the main clause in a long sentence. - Identify subordinate clauses. - Investigate sentences which have more than one clause. - Understand how clauses are connected. - Use a relative clause beginning with who, which, where, why or whose. - Use relative clauses as embedded clauses. - Use a range of verb tenses including past, present and future. - Form auxiliary (helping) verbs using have, was, shall, will. - Form active, interrogative and imperative verbs. - Write verbs in the 1st, 2nd and 3rd person.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> - Use relative clauses and subordinate clauses as embedded clauses. - Understand and use the verb ‘to be’ in its past and present verb forms. - Use a range of parenthesis in writing (word, phrase, clause). - Use a range of active and passive sentences. - Use expanded noun phrases to convey complicated information concisely. - Understand the “impersonal” voice and to be able to write in this style where appropriate. - Identify and use structures of informal and formal speech within writing. - Identify and use the subjunctive form in very formal writing. - Identify and use question tags in informal writing. - Identify, understand and form complex sentences through using main and

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		make simple sentences. Identify questions. <i>Key grammatical vocabulary for children to use:</i> letter, word, sentence, singular, plural, noun, adjective.	- Understand and use adjectives accurately in my writing. - Use pronouns in my writing (my, his, her, its, yours). - Use comparative adjectives (long, longer, longest). - Know a compound sentence is two or more simple sentences joined together. - Use a conjunction to join two simple sentences. - Use a co-ordinating conjunction (or, and, but). - Use subordinating conjunctions (when, if, that, because). - Create exclamation sentences using 'How' and 'What'. <i>Key grammatical vocabulary for children to use:</i> noun, verb, adjective, adverb, noun phrase, past tense, present tense, pronoun, compound sentence, conjunction, suffix, statement, question, exclamation, command	- Use abstract nouns to show feelings and thoughts. - Form nouns using a range of prefixes such as super-, anti-, auto- etc. - Understand the term pronoun and know they take the place of the noun. - Use a pronoun instead of a common or proper noun in my writing. - Know the difference between personal pronouns (I, you, him) and possessive pronouns (my, yours, hers). - Use 1st, 2nd and 3rd person pronouns in my writing (I, me, we, you, she, her, then). - Know that pronouns are used to mark gender: he, she, they, etc. - Make sure there is grammatical agreement in speech and writing of pronouns and verbs (e.g. I am, we are). - Know that a sentence with two verbs of equal weight is a compound sentence. - Use the co-ordinating conjunctions: and, or but, so, in my writing. - Use the subordinating conjunctions: when, if, that, because, after,	- Identify the main clause and the subordinate clause in a complex sentence. - Vary sentence structure, using different openers. - Use fronted adverbials to express where, when, how (e.g. Later that day, I heard the bad news). - Use adjectival phrases (e.g. biting cold wind). - Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases. - Compare adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold). - Use suffixes to indicate degrees of intensity (e.g. warmer, coldest). - Understand the importance of word order in a sentence. - Use adverbs to link paragraphs. - Use nouns/pronouns to aid cohesion across a text. - Use the appropriate form of noun or pronoun within and across sentences to avoid repetition.	- Experiment with transforming tense/form/person when writing. - Use verb phrases to create subtle differences (e.g. she began to run). - Indicate degrees of possibility using modal verbs (should, might, will, must) - Indicate degrees of possibility using adverbs (perhaps and surely) - Understand the difference between direct and reported speech. - Know when it is best to use reported speech and when it is best to use direct speech - Use pronouns to avoid repetition. - Use devices to build cohesion within a paragraph – conjunctions, adverbs and prepositions (e.g. then, after that, firstly). - Find and compare examples of direct and reported speech from reading. - Transform direct speech into reported speech and vice-versa.	subordinate clauses confidently. - Identify, understand and form complex sentences through identifying and using embedded (relative) clauses. - Identify, understand and form complex sentences through using clauses to achieve different effects. - Ensure the consistent and correct use of tense throughout a piece of writing. - Use the correct subject / verb agreement when using singular and plural. - Identify the use of the progressive past and present tense. - Identify the use of the past perfect and present perfect. - Identify the subject, verb and object in a variety of sentences. - Use a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms) within and across paragraphs. - Extend the use of cohesive devices to include ellipsis, repetition of a word or phrase, and adverbials (e.g. on the other hand,
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				while, before, in my writing. • Begin to identify the subordinate clause that follows a subordinating conjunction. • Express time by using conjunctions, adverbs and prepositions. • Express place by using conjunctions, adverbs and prepositions. • Express cause by using conjunctions, adverbs and prepositions. • Use prepositions (e.g. before, after, during, in). • Collect and classify adjectives according to colour, size, moods, etc. • Know that adjectival phrases act as an adjective. • Experiment with adjectives to create impact. • Use the determiners "a" or "an" depending on whether the next word begins with a consonant or a vowel. • Begin to punctuate direct speech. • With help, recognise the singular and plural forms in speech. • Transform sentences from singular to plural and vice versa. • Know which nouns can be pluralised and	<i>Key grammatical vocabulary for children to use:</i> personal pronoun, possessive pronoun, determiner, Standard and Non-Standard English, fronted adverbial, determiner, prepositional phrase, past tense, present, tense, future tense, noun phrase, synonym, antonym, regular verbs, irregular verbs	• Adapt sentence structure depending on the text type. • Link ideas across paragraphs using adverbials of time, place, number, manner and frequency. • Use adverbs which modify or intensify (e.g. very, extremely, slightly) • Use Standard English to make sure that there is agreement between nouns and verbs. • Use Standard English to ensure consistency of tense and subject. • Avoid using double negatives in my writing. • Avoid using non-standard dialect words in my writing. • Use the term preposition correctly and understand its function in a sentence (understanding the difference between a preposition and an adverb). • Search for, identify and classify a range of prepositions. • Experiment with substituting different prepositions and how this changes meaning.	in contrast, as a consequence). • Understand how points are typically connected in different types of texts. <i>Key grammatical vocabulary for children to use:</i> expanded noun phrase, embedded clause, relative clause, subordinate clause, complex sentence, compound sentence, informal speech, formal speech, subjunctive form, subject, object, verb, question tag, cohesive devices, ellipsis, synonym, antonym, progressive, perfect tense
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			which cannot (e.g. trousers, rain). Beginning to understand the difference between Standard and non-Standard English. <i>Key grammatical vocabulary for children to use:</i> present perfect form, simple past, word family, collective noun, abstract noun, common noun, proper noun, pronoun, comparative adjectives, prefix, adverb, preposition, adjectival phrase, subordinating conjunction, co-ordinating conjunction, clause, main clause, subordinate clause, imperative verb, direct speech		- Investigate word order by examining how far the order of words in a sentence can be change. - Say which words are essential to meaning in a sentence. - Say which words can be deleted from a sentence without damaging the basic meaning. - Say which words or groups of words can be moved into a different order (e.g. changing the place of a subordinate clause). - From reading, understand how dialogue is set out. - Recognise co-ordinating conjunctions as for, and, nor, but, or, yet, so. - Extend use of subordinating conjunctions, to include whereas, however, whenever. - Confidently identify and use the vocabulary of co-ordinating and subordinating conjunctions. - Confidently identify and use the vocabulary of main clause and subordinate clause.	
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						• Understand that parenthesis can be a word, phrase or clause, giving additional information about a noun. <i>Key grammatical vocabulary for children to use:</i> Complex sentence, relative clause, relative pronoun, embedded clause, auxiliary verb, modal verbs, direct speech, reported speech, main clause, subordinate clause, co-ordinating conjunction, subordinating conjunction, parenthesis, cohesion	
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