

	Y1	Y2	Y3	Y4	Y5	Y6
Terminology	<p>Introduce:</p> <p>word, sentence, letter, capital letter, singular, plural, punctuation.</p>	<p>Introduce:</p> <p>noun, noun phrase, adjective, verb, adverbs</p> <p>statement, question, exclamation, command, compound tense (past, present) apostrophe, comma</p>	<p>Introduce:</p> <p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>Introduce</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>Introduce:</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Introduce:</p> <p>active and passive voice, subject and object, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
Word	<p>Regular plural noun suffixes – s or es e.g. dogs wishes</p> <p>Suffixes added to verbs e.g. ing, ed, er</p> <p>How prefix un changes the meaning of verbs and adjectives e.g. unkind, untie</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, less</p> <p>Use of the suffixes –er and est</p> <p>-ly 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 the forms a or an (whether the next word begins with a consonant or vowel).</p> <p>Word families showing how words are related e.g. solve, solution, solver</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Extend understanding of determiners:</p> <ul style="list-style-type: none"> • articles (e.g. <i>the, a</i> or <i>an</i>) • demonstratives (e.g. <i>this, those</i>) • possessives (e.g. <i>my, your</i>) • quantifiers (e.g. <i>some, every</i>). <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>)</p>	<p>The difference between informal speech and formal speech and writing.</p> <p>How words are related by meaning as Synonyms and antonyms</p>

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<p>Sentence</p>	<p>How words can make sentences.</p> <p>How connective <i>and</i> can be used to join words and clauses to make sentences</p>	<p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patters in a sentence indicate its function as a statement, question, exclamation, command</p>	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), prepositions (e.g. <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 e.g. <i>when, if, because, although</i></p>	<p>Revision of clauses and phrases introduced in Y2 and Y3</p> <p>Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials</p>	<p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Relative clauses beginning with <i>who, which, where, why, or whose, that</i> or an omitted relative pronoun</p>	<p>The use of the passive in the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g., the use of question tags: <i>He's your friend, isn't he?</i>, or the use of the subjunctive in formal writing and speech such as <i>If I were</i> or <i>Were they to come in</i>.</p>
<p>Text</p>	<p>Sequencing sentences to form short narratives</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>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>)</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. (e.g. He has gone out to play instead of He</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repletion of a word or phrase, grammatical connections (e.g. use of adverbials) and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns,</p>

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<p>Punctuation</p>	<p>Separation of words with spaces.</p> <p>Begin to use capital letters, (beginning of sentence, names of people, places, the days of the week, and the personal pronoun 'I')</p> <p>full stop, question mark, exclamation mark to demarcate sentences.</p>	<p>Capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Introduce commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (contraction) and to mark singular possession in nouns [e.g. the girl's name]</p>	<p>went out to play.)</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to punctuate direct speech.</p> <p>Apostrophes to mark singular and plural possession e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Introduce: Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>bullets.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the 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 (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>
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