Coleham Primary School GRAMMAR progression (2024 - 2025).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	*As previous years, and:* • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].	*As previous years, and:* • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less • (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	*As previous years, and:* • Formation of nouns using a range of prefixes [for example super–, anti–, auto–]. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble.	*As previous years, and:* • The grammatical difference between plural and possessive –s. • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	*As previous years, and:* • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. • Verb prefixes [for example, dis–, de–, mis–, over– and re–].	*As previous years, and:* • 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]. • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	*As previous years, and:* • How words can combine to make sentences. • Joining words and joining clauses using *and.*	*As previous years, and:* • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	*As previous years, and:* • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].	*As previous years, and:* • 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). • Fronted adverbials [for example, Later that day, I heard the bad news.]	*As previous years, and:* • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].	*As previous years, and:* • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].
Text	*As previous years, and:* • Sequencing sentences to form short narratives	*As previous years, and:* • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].	*As previous years, and:* • Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation. • 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].	*As previous years, and:* • Use of paragraphs to organise ideas around a theme. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	*As previous years, and:* • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	*As previous years, and:* • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].

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Punctuation	*As previous years, and:* • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun *I*.	*As previous years, and:* • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].	*As previous years, and:* • Introduction to inverted commas to punctuate direct speech	*As previous years, and:* • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. • Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. • Use of commas after fronted adverbials.	*As previous years, and:* • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity.	*As previous years, and:* • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. • Use of the colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].
Grammatical terminology	• letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	• noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	• preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	• determiner pronoun, possessive pronoun adverbial	• modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	• subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points