

**Rowsley CofE**

**Whole School Grammar Progression**

**YEAR ONE**

Year 1	Language structure	Standard English	Vocabulary / Language Structure	Punctuation Aspect
Aspect covered in Y1	<p><b>Nouns</b></p> <p><b>Verbs</b></p> <p><b>Adjectives</b></p> <p><b>Connectives</b> -and</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Determiners</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Exclamation sentences</p> <p><b>Clauses</b></p> <p><b>Phrases</b></p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions and expansions</p>	<p><b>Word meaning</b></p> <p><b>Vocabulary content</b></p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p><b>Capital letters</b></p> <p><b>Full stops</b></p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p> <p>Semi-colons</p>

Year Group 1	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use a capital letter for names of people, days of the week and the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

**YEAR TWO**

Year 2	Language structure	Standard English	Vocabulary / Language Structure	Punctuation Aspect	Subordinate Clause word list
Aspect covered in Y2	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Connectives- and but so</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Determiners</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Exclamation sentences</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions and expansions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p> <p>Semi-colons</p>	<p>because</p> <p>after</p> <p>before</p> <p>as</p> <p>when</p> <p>as soon as</p> <p>if</p>

Year Group 2	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	<p>Formation of nouns using suffixes such as – ness, – er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</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 contracted forms in spelling and to mark singular possession in nouns (e.g. the girl's name)</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

**YEAR THREE**

	Language structure	Standard English	Vocabulary / Language Structure	Punctuation Aspect	Subordinate Clause word list
Aspect covered in Y3	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Connectives</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Fronted adverbials</p> <p>Articles</p> <p>Determiners</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Exclamation sentences</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Relative clauses/pronouns</p> <p>Passive &amp; Active voice</p> <p>Modal verbs</p> <p>Main clause (independent clause)</p> <p>Subordinate clause</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions and expansions</p> <p>Present perfect form</p> <p>Use of 'a' or 'an'</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p> <p>Semi-colons</p> <p>hyphen</p>	<p>because</p> <p>after</p> <p>before</p> <p>as</p> <p>when</p> <p>as soon as</p> <p>if</p>

Year Group 3	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Expressing time and cause using conjunctions to extend the range of	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

	<p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words</p>	<p>sentences with more than one clause by using a wider range of conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p> <p>Use the correct form of 'a' or 'an' according to whether the next word begins with a consonant or vowel</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>		<p>commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>
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**YEAR FOUR**

	Language structure	Standard English	Vocabulary / Language Structure	Punctuation Aspect	Word list
Aspect covered in Y4	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Connectives</p> <p>Pronouns</p> <p>Adverbs</p> <p>Fronted adverbials</p> <p>Prepositions</p> <p>Articles</p> <p>Determiners</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating connectives</p> <p>Expanded noun phrases</p> <p>Relative clauses/pronouns</p> <p>Passive &amp; Active voice</p> <p>Modal verbs</p> <p>Main clause (independent clause)</p> <p>Subordinate clause</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions and expansions</p> <p>Present perfect form</p> <p>Use of 'a' or 'an'</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p> <p>Semi-colons</p> <p>hyphen</p>	<p>AWHITE BUS</p> <p>FANBOYS</p> <p>TRaMP</p>

Year Group 4	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant</p>	<p>Expressing time and cause using conjunctions to extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when,</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 perfect form of verbs to</p>	<p>Use to inverted commas to punctuate direct speech</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophes to mark plural possession</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel</p>

	<p>or a vowel (e.g. a rock, an open box) Word families based on common words</p>	<p>so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)          Use the correct form of 'a' or 'an'          Use the present perfect form of verbs in contrast to the past tense          Choose nouns or pronouns appropriately for clarity and cohesion and to avoid          Use the present perfect form of verbs in contrast to the past tense</p>	<p>mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>		<p>letter, clause, subordinate clause</p> <p>AWHITE BUS          FANBOYS          TRaMP</p>
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**YEAR FIVE**

	Language structure	Standard English	Vocabulary Structure	Punctuation Aspect	Subordinate Clause word list
Aspect covered in Y5	Nouns Verbs Adjectives Connectives Pronouns Adverbs Fronted adverbials Prepositions Articles Determiners Statements Questions Commands Exclamations Clauses Phrases Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Relative clauses/pronouns Passive & Active voice Modal verbs Main clause (independent clause) Subordinate clause	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions and expansions Present perfect form Subjunctive form Use of 'a' or 'an'	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Parenthesis – brackets, dashes, commas to mark phrases Dashes Ellipses Colons Semi-colons hyphen	AWHITE BUS FANBOYS TRaMP

Year Group 5	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
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	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p>Use the perfect form of verbs to mark relationships of time and cause  Use devices to build cohesion, including adverbials of time, place and number</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>cohesion, ambiguity</p> <p>AWHITEBUS  FANBOYS  TRaMP</p> <p>Use a thesaurus &amp; dictionary  Use expanded noun phrases to convey complicated information concisely  Convert nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy  Verb prefixes: e.g. dis-, de-, mis-, over-, re-</p>
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**YEAR SIX**

	Language structure	Standard English	Vocabulary Structure	Punctuation Aspect	word list
Aspect covered in Y6	Nouns Verbs Adjectives Connectives Pronouns Adverbs Fronted adverbials Prepositions Articles Determiners Statements Questions Commands Exclamations Clauses Phrases Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Relative clauses/pronouns Passive & Active voice Modal verbs Main clause (independent clause) Subordinate clause	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions and expansions Present perfect form Subjunctive form Use of 'a' or 'an'	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Parenthesis – brackets, dashes, commas to mark phrases Dashes Ellipses Colons Semi-colons hyphen	AWHITEBUS FANBOYS TRaMP Relative pronouns -Who, where, when, whom, that, whose, which

Year Group 6	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	The difference between vocabulary typical of informal speech and vocabulary appropriate	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the	Devices to build cohesion within a paragraph (e.g. Linking ideas across paragraphs using a wider	Use the semi-colon, colon and dash to mark the Use of the semi-colon, colon and dash to mark the	relative clause, modal verb, relative pronoun, active and passive voice, subject and object,

	<p>for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>	<p>window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>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)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *Use modal verbs or adverbs to indicate degrees of possibility *Use the perfect form of verbs to mark relationships of time and cause * Use passive verbs to affect the</p>	<p>range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>hyphen, colon, semi-colon, bullet points, synonym and antonym</p> <p>AWHITEBUS FANBOYS TRaMP</p> <p>Use a thesaurus and dictionary Use expanded noun phrases to convey complicated information concisely Convert nouns or adjectives into verbs using suffixes: e.g. - ate; -ise; -fy Verb prefixes: e.g. dis-, de-, mis-, over-, re- Understand differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>
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		presentation of information in a sentence * Use devices to build cohesion, including adverbials of time, place and number			
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