



Grammar Pillar

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Class	Nouns & Adjectives	- Begin to use pronouns (he, she, it) to replace nouns orally. - Begin to use taught vocabulary orally.	- Use pronouns (he, she, it) in oral sentences. - Use adjectives when orally rehearsing sentences for writing.	- Common nouns with plurals ending in ~s - Appropriate determiner (vowels and consonants) - Proper nouns: - Names of people, - Names of places - Days of the week - Months - Pronouns (he, she, it) - Simple adjectives - Add –er and –est to adjectives where no change is needed to the root word.	- Proper nouns: - Names of buildings - Names of seas, oceans, rivers, organisations - Expanded noun phrases (with description) <i>the blue butterfly, plain flour, the pretty, blue flower</i> - Common nouns with plurals ending in ~s and ~es) - Formation of adjectives using suffixes such as –ful, –less	- Collective nouns <i>A school of dolphins</i> - Expanded noun phrases (with prepositional phases) <i>the dog with the collar</i>	- Partitive nouns <i>A slice of cake</i> - Expanded noun phrases (with adjectives, nouns and prepositional phrases) <i>the strict maths teacher with curly hair</i>	- Abstract nouns <i>Love, hatred, beauty ...</i> - Relative pronouns <i>who, whom, whose, which, that</i>	- Reflexive pronouns <i>myself, yourself</i> - Indefinite pronouns <i>anybody, anything, anyone, someone</i> - Use hyphens to avoid ambiguity. <i>The small-business owner</i>
	Verbs	- Understand actions words. <i>Who is jumping? Shall we clap together? Push the car along the carpet</i>	- Orally use verbs in a sentence. - Use correct grammatical form of the verb. <i>I swam vs I swam</i>	- Use being verb (in conjunction with I and you). - Simple present and past tense	- Progressive verb forms (~ing) - Imperative verbs - Auxiliary verbs and verb phrases (helper verbs) <i>I have finished the report.</i> - Future tense - Adverbs of manner and adding ly to adjectives <i>quickly, slowly, loudly</i>	- Present perfect <i>She has lived in Liverpool all her life.</i> <i>I've seen that film before.</i> - Adverbs of time <i>Always, sometimes, immediately</i> - Adverbs of place <i>here, there, inside</i> - Difference between prepositions and adverbs	- Adverbial phrases <i>Jamil has a meeting at noon.</i> <i>Before we begin, I would like to make an announcement.</i> - Use standard English form for verb inflections instead of local spoken forms.	- Past perfect tense <i>I had finished the work.</i> <i>I had been working there for a year.</i> - Modal verbs <i>could, should, might, may</i>	- Active and passive voice - Subjunctive verbs/mood <i>If it were me, I'd go. I wish it were real.</i> - Conjunctive adverbs <i>therefore, next, furthermore, in spite of</i>
Sentences	Sentence Type	- Dictate a sentence for a scribe. <i>describing drawing, explaining mark making, when retelling and event/story</i>	- Orally compose a simple sentence with subject and verb. - Break down and organise thoughts into simple sentences. - Orally compose a simple sentence using joining words such as <i>because</i> or <i>and</i>.	- Understand that a simple sentence must have a subject + verb. <i>The dog ate.</i> - Compose simple sentences orally and written (subject & verb with object where appropriate). <i>The dog ate his food.</i> - Maintain past tense. - Identify questions and statements. - Use personal pronouns as subjects and objects. - Use AND to join words. <i>Jack and Jill</i> - Separate words using spaces.	- Write exclamation sentences. <i>What big eyes you have! It is alive!</i> - Write statements, and commands. - Maintain correct subject/verb agreement when writing with singular and plural subjects. <i>The list of items is/are on the desk.</i> <i>The dog barked at the bird and the bird tweeted back.</i>	- Adverbs of time and place within simple sentences - Distinguish between main and subordinate clause. - Identify and write complex sentences that open with a main clause, followed by a subordinate clause (because, if, when, that). <i>The dog barked, because the bird annoyed him.</i> - Know that complex sentences use subordinating not coordinating conjunctions.	- Identify and write a complex sentence that opens with a subordinate clause, followed by a comma and main clause. <i>Because the bird annoyed him, the dog barked.</i> - Identify and write subordinating conjunctions (since, while, as, even though). - Know that adverbial phrases do not need a verb whereas subordinate clauses must include a verb.	- Understand that a relative pronoun can be omitted, as long as the meaning is maintained. <i>She is one of those people whom you can trust.</i>	- Identify and write multiclaue complex sentences joined with 2 different conjunctions. <i>Although I like to go camping, I haven't had the time to go lately, because I haven't found anyone to go with me.</i> - Distinguish between active and passive voice. <i>Active: The boy kicked the ball.</i> <i>Passive: The ball was kicked by the boy.</i> - Write in non-standard English within direct speech for characterisation. <i>"Hey! Alright?"</i> - Use, colons, semi-colons or dashes to mark the boundary between main clauses

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	Punctuation			- Capital letter and full stop - Question mark	- Exclamation mark - Join nouns and adjectives within a list using commas. - Apostrophe for contractions <i>What’s, she’s, I’m</i>	- Singular possessive apostrophe <i>The girl’s shoe</i> - Convert spoken word to direct speech (with speech marks) followed by comma and reporting clause. <i>“I am leaving,” said the boy.</i> - New speaker, new line	- Plural possessive apostrophe <i>The girls’ changing room</i> - Convert spoken word into direct speech, starting with the reporting clause – correctly punctuated. <i>She said, “I am leaving.”</i> - Subordinate clause at the beginning of a sentence – with a comma. <i>When Jack blew the whistle, the dog stopped running.</i>	- Convert spoken word into direct speech, where the reporting clause is embedded (with correct punctuation). <i>“Wait for me,” she said, “I’m coming with you.”</i> - Use brackets, commas and dashes to indicate parentheses. - Relative clauses are embedded within the main sentence using parentheses (brackets, commas, dashes). <i>The boy (who had muddy shoes) barged through the door.</i>	- Use the colon to introduce lists or to explain. <i>I desire one thing and one thing only: to go to the beach.</i> - Identify and write conjunctive adverbs after semi-colons or full-stops, and followed by a comma. <i>The weather app said it would rain today; however, no clouds are in the sky.</i>
Text				- Orally rehearse sentences before writing. - Sequence simple sentences to form a short narrative.	Choose the correct tense and to use it consistently throughout the text.	- Use paragraphs as a way to group related material. - Use headings and sub-headings to aid organisation. - Use first and third person correctly and consistently.	- Use connecting adverbs and adverbial phrases to link paragraphs. - Use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. - Identify and write topic sentences that start new paragraphs in non-fiction writing. - Identify and write supporting detail that elaborates on topic sentences in non-fiction writing. - Identify and write concluding sentences that end paragraphs in non-fiction writing.	- Use adverbials to build cohesion within a paragraph. - Use figures of speech in fiction and poetry to have a direct impact on the reader (similes, metaphors, personification, alliteration, onomatopoeia). - Identify and organise ideas into paragraphs to indicate person, place or a jump in time. - Identify and write a concluding paragraph in non-fiction writing.	- Use a variety of sentence types to avoid repetition and engage the reader. - Write cohesive paragraphs where the topic sentence links to the preceding concluding sentence.