RADDLEBARN PRIMARY SCHOOL PROGRESSION IN GRAMMAR

Year Group Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Word Structure			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]	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, -ness (A fuller list of **suffixes** can be found on page 56 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**	**REVISION** • Revision of verbs • Past and present tense • 1st, 2nd & 3rd person verbs 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]	**REVISION** • Powerful verbs • Adjectives The grammatical difference between **plural** and **possessive** Standard English forms for **verb inflections** instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g -ate; –ise; – ify) **Verb prefixes** (e.g. dis–, de–, mis–, over– and re–)	**REVISION** • Prefixes and suffixes The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms (e.g. big, large, little)	
Sentence Structure			How **words** can combine to make **sentences** Joining **words** and joining **clauses** using 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,	**REVISION** • Question & Exclamation marks • Commas in a list 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]	**REVISION** • Sentence structure & word order 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.)	**Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must)	**REVISION** •Prepositions/ prepositional phrases Use of the active and passive form to affect the presentation of information in a sentence (e.g. 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	

				question, exclamation or command				appropriate for formal speech and writing (e.g. 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 Structure			Sequencing **sentences** to form short narratives	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]	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]	**REVISION** • Question statements • Conjunctions 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	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. for example, nearby) and number (e.g., secondly) or tense choices (e.g. he had seen her before)	Linking ideas across paragraphs using a wider range of **cohesive devices**: 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 (e.g. headings, sub-headings, columns, bullets, or tables, to structure text) Use of the perfect form of verbs to mark relationships of time and cause	
Punctuation			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	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. Apostrophes to mark singular possession in	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other **punctuation** to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") **Apostrophes** to mark **plural** possession (e.g. the girl's name, the girls' names)	**REVISION** • Direct & reported speech Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	**REVISION** • All punctuation types. Particular focus on possessive apostrophe and contractions. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up) Use of the colon to introduce a list and	

				nouns [for example, the girl's name]		Use of commas after **fronted adverbials**		use of semi-colons within lists **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)	
Terminology for Pupils			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	adverbs, 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	

Adverb/Adverbial Phrase
Purpose
Punctuation
Passive Active Voice
Dialogue and Contracted Forms
Complex Sentences
Paragraphs
Basics
Spelling
Past and Present Tense

Please see the Progression in Writing document alongside this.