

Grammar

	Y1	Y2	Y3	Y4	Y5	Y6
Grammar	Regular plural noun suffixes –s or –es [for example, <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i>], including the effects of these suffixes on the meaning of the noun	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i> , <i>superman</i>]	Formation of nouns using a range of prefixes [for example <i>super–</i> , <i>anti–</i> , <i>auto–</i>]	The grammatical difference between plural and possessive –s	Using expanded noun phrases to convey complicated information concisely	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>]
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i>)	Formation of adjectives using suffixes such as –ful, –less	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>]	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].
	How the prefix <i>un–</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i>]	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)	Verb prefixes [for example, <i>dis–</i> , <i>de–</i> , <i>mis–</i> , <i>over–</i> and <i>re–</i>]	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]
	How words can combine to make sentences	Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>)	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing and speech]
	Joining words and joining clauses using <i>and</i>	Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>]	Introduction to paragraphs as a way to group related material	Use of paragraphs to organise ideas around a theme	Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]	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 <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis
	Sequencing sentences to form short narratives	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Headings and sub-headings to aid presentation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	Separation of words with spaces	Correct choice and consistent use of present tense and past tense throughout writing	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Use of inverted commas and other punctuation to indicate direct speech	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i> , <i>he was shouting</i>]	Introduction to inverted commas to punctuate direct speech	Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>]	Brackets, dashes or commas to indicate parenthesis	Use of the colon to introduce a list and use of semi-colons within lists
	Capital letters for names and for the personal pronoun <i>I</i>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		Use of commas after fronted adverbials	Use of commas to clarify meaning or avoid ambiguity	Punctuation of bullet points to list information
		Commas to separate items in a list				How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i>]				