

YEAR ONE GRAMMAR OVERVIEW	YEAR TWO GRAMMAR OVERVIEW
<p>Separate words with spaces</p> <p>Start sentences with a capital letter</p> <p>Finish the sentence with a full stop</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i></p> <p>First person (I and we), second person (you) and third person (he, she)</p> <p>To orally use simple co-ordinating conjunctions: <i>and, but</i></p> <p>Write a compound sentence using the coordinating conjunction "and"</p> <p>Use connectives of sequence: <i>first, second, then</i></p> <p>Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>(I/you/we have he/she has I/you/we do he/she does I am you/we are he/she is)</i></p> <p>Write a sentence that includes an adjective</p> <p>Use capital letters for proper nouns (people and places)</p> <p>Use a capital letter for "I"</p> <p>Use capital letters for days of the week</p> <p>Regular plurals where you only add an "-s" or "-es"</p> <p>Suffixes of verbs, adding "-ed" or "-ing"</p> <p>Use the prefix of "un-" to create antonyms: <i>happy – unhappy; kind – unkind</i></p> <p>Use determiners: <i>the, a, an, my, your, his, her</i></p> <p>Adverbs of manner (how) to describe a verb, ending in "-ly"</p> <p>Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i></p> <p>Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i></p> <p>Similes: <i>as big as an elephant</i></p> <p>Use question marks</p> <p>Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i></p> <p>Choose a specific noun: "Alsatian" rather than "dog"</p> <p>Use noun phrases: adjective + noun</p> <p>Use exclamation marks</p>	<p>Suffixes – adding "-ness" and "-er" to form a noun: <i>kind – kindness; teach – teacher</i></p> <p>Adding "-ly" to an adjective to make an adverb: <i>quick – quickly</i></p> <p>Ask a question and use a question mark</p> <p>Form simple past tense by adding "-ed": <i>He played at school.</i></p> <p>Move from generic nouns to specific nouns, eg, "dog" to "terrier"</p> <p>Similes using "like": <i>...like hot chillies... ...cold like a glacier</i></p> <p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p> <p>Coordinating conjunctions to create a compound sentence: <i>or and but</i></p> <p>Command, using the imperative form of a verb: <i>give...take...</i></p> <p>Use past continuous (progressive) tense. <i>He was playing at school.</i></p> <p>Temporal connectives: <i>next, last, an hour later</i></p> <p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p> <p>Suffixes – formation of adjectives by adding "-ful": <i>care – careful</i></p> <p>Subordinate conjunctions to create a complex sentence: <i>when if that because</i></p> <p>Write a sentence that ends with an exclamation mark</p> <p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p> <p>Use first, second and third person with subject-verb agreement</p> <p>Using determiners/generalisers: <i>most some all many much more</i></p> <p>Suffixes –formation of adjectives by adding "-less": <i>help – helpless</i></p> <p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p> <p>Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) <i>I like he/she likes we like they like you like</i></p> <p>Apostrophes of omission: <i>he didn't he couldn't</i></p> <p>Onomatopoeia</p> <p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": <i>big – bigger – biggest</i></p> <p>Write a statement that starts with a capital letter and finishes with a full stop</p> <p>Use present continuous tense: "to be" + "-ing" <i>I am playing he/she is playing they are playing</i></p> <p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p> <p>Alliteration (verb + noun): <i>dancing dandelions; hiding hyenas</i></p>

YEAR THREE GRAMMAR OVERVIEW	YEAR FOUR GRAMMAR OVERVIEW
<p>Formation of nouns using prefixes: <i>auto- anti- super- under-</i> Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i> Exaggerated language: <i>unbelievable, glorious, etc.</i> To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es” Pronouns – To know the difference between the subject and object with the personal pronoun Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i> Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i> Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline. To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i> Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i> Verbs –Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i> Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i> Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line. Compound sentences with co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i> The difference between a phrase and a clause Verbs –Past perfect: “had” + past participle Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i> Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i> Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i> Complex sentences using subordinate conjunctions: <i>until, although, even if</i> Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i> Homophones and their meanings: <i>bear – bare; pear – pair</i> Expressing time, place and cause using adverbs: <i>then, next, soon</i> Identifying all the word classes of a simple sentence Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly” Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p>	<p>Possessive apostrophes for regular singular and plural nouns Using either a pronoun or the noun in sentences for cohesion and to avoid repetition Prepositions: <i>at, underneath, since, towards, beneath, beyond</i> Compound nouns using hyphens Repetition to persuade: <i>Fun for now, fun for life</i> Informal and formal language Possessive pronouns: <i>yours, mine, theirs ours, hers, his, its</i> Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i> Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i> Drop-in clause with an “-ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause. Expanded noun phrases: Changing <i>The teacher</i> to - <i>The strict English teacher with the grey beard</i> Specific determiners: <i>their, whose, this, that, these, those, which</i> Verbs ending in “y”: change the “y” to an “i” and add “-es”- <i>carry – carries</i> Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” - <i>happy – happier – happiest</i> A sentence that gives three actions: - <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” Verbs –,Past perfect continuous: “had” + past participle + “-ing” Know the difference between a preposition and an adverb Capital letters for proper nouns: names, places, days of the week, months, titles and languages Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-” Plural nouns of words ending in “o”: - Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es” Powerful verbs - Find synonyms of words to up-level sentences and give a greater effect Verbs – Modal verbs: <i>could, should, would</i> Compound sentences using all the co-ordinating conjunctions Adjectives ending in “-ed”: <i>frightened, scared, etc.</i> Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>

YEAR FIVE OVERVIEW	YEAR SIX OVERVIEW
<p>Suffixes: converting nouns or adjectives into verbs using - “-ate”, “-ise” or “-ify”</p> <p>Brackets for parenthesis Developing technical language</p> <p>Editing sentences by either expanding or reducing for meaning and effect. Moving parts of sentences around to create different effects</p> <p>Metaphors</p> <p>Verb prefixes: - “dis-”, “de-”, “mis-”, “over-” and “re-”</p> <p>Dashes for parenthesis Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p> <p>Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p> <p>Future tense verbs</p> <p>Rhetorical questions Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p> <p>Commas for parenthesis</p> <p>Connectives to build cohesions: - Exemplification - Results - To summarise - To sequence</p> <p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p> <p>Onomatopoeia</p> <p>Personification Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p> <p>Relative pronouns: <i>who, which, that, whom, whose</i></p> <p>Start a sentence with an expanded: - “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p> <p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p> <p>Colons for play scripts and to start a list</p> <p>Secure use of compound sentences</p> <p>Embellishing simple sentences</p> <p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p> <p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i></p> <p>Speech in inverted commas</p>	<p>Informal and formal speech: <i>find out / discover / request, go in / enter</i> Using question tags for informality: <i>He’s in your class, isn’t he?</i> Use the subjunctive for formal writing: <i>If I were you...</i></p> <p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p> <p>Dashes to mark the boundary between clauses: <i>It’s raining – I’m fed up</i></p> <p>Semicolons to demarcate within a list</p> <p>Simple sentences and how to embellish them</p> <p>Modal verbs</p> <p>Abstract nouns</p> <p>Repetition for effect: persuasion, suspense, emphasis</p> <p>Colon and bullet points for a list</p> <p>Alliteration Consolidating compound sentences and coordinating conjunctions</p> <p>Auxiliary verbs</p> <p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”.</p> <p>Connectives to signpost and create cohesion within a text: order of sequence, time connectives, additional ideas, space and place, contrasting, exemplification, results, to summarise</p> <p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i></p> <p>Similes</p> <p>Complex sentences and subordinate conjunctions</p> <p>Tense (past, present and future)</p> <p>Antonyms: using prefixes</p> <p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p> <p>Identify the subject and object of the sentence</p> <p>Metaphors Combining complex and compound clauses to create a sentence</p> <p>Pronouns: relative and possessive</p> <p>Collective nouns</p> <p>Colons to mark the boundary between clauses: <i>It’s sunny: I’m going out to play.</i></p> <p>Ellipses to create suspense and to show missing words in a quote</p> <p>Personification</p> <p>Rhetorical questions</p> <p>Relative clauses The difference between passive and active sentence and when to use the passive</p> <p>Semicolons- to mark the boundary between clauses: <i>It’s raining; I’m fed up</i></p> <p>Antonyms to create different effects in sentences</p> <p>Fronted adverbials Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase</p> <p>Determiners and generalisers</p> <p>Imperative verb</p>