Westwood Farm Schools Federation **English Grammar Progression 2021**

Word structure						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Things	Recognise nouns as people places or things 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 Recognise adjectives as describing words	Recognise nouns as people places or things Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Recognise adjectives as describing words Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	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] The grammatical difference between plural and possessive –s Secure understanding of nouns and adjectives		Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	

Actions	Recognise verbs as doing, having or being words 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]	Recognise verbs as doing, having or being words Recognise and understand adverbs	Secure understanding of verbs and adjectives	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	
Vocab			Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			The difference between informal speech and appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Sentence structure

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentences	How words can combine to make sentences	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	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]	Fronted adverbials [for example, Later that day, I heard the bad news.]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, 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 appropriate for formal speech and writing [for example, 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]
Clauses	Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)			Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
Phrases		Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		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)		

Text structure						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Paragraphs	Sequencing sentences to form short narratives		Introduction to paragraphs as a way to group related material	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 [for example, then, after that, this, firstly]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	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 on the other hand, in contrast, or as a consequence], and ellipsis
Tense		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]	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]			
Layout			Headings and sub-headings to aid presentation			Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basics	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				
Apostrophes		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials		
Commas		Commas to separate items in a list			Use of commas to clarify meaning or avoid ambiguity	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Inverted commas			Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example: The conductor shouted, "Sit down!"		
Parenthesis					Brackets, dashes or commas to indicate parenthesis	

Colons/semi-colons						Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Terminology					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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	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