

**Important Note:**

*Grammar should always be taught in context.* The teaching of grammar should be embedded in the wider teaching of English. Therefore the coverage of teaching listed in this School Curriculum Map, is a guide to what is most suitable to be taught within each year group phase (based on NC Guidance), but the majority of teaching should be linked into the use of ongoing class based reading and writing activities.

Although some ‘stand-alone’ lessons are necessary for conceptual teaching, these concepts then need to be incorporated into contextual use and revisited continually to encourage the application of these skills to effective, everyday language work.

Year 1	Year 2	Year 3 + 4	Year 5 + 6
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<p><u>Simple Sentences</u></p> <ul style="list-style-type: none"><li>How <b>words</b> combine to make <b>sentences</b>.</li><li>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</li><li>Capital letters for names and for the personal <b>pronoun</b>.</li><li>Sequencing <b>sentences</b> to form short narratives.</li></ul> <ul style="list-style-type: none"><li>orally rehearse sentences</li><li>understand that we write in units of meaning called sentences</li><li>understand that a sentence contains information about someone or something that <i>does, is</i> or <i>has</i> something: it may include <i>where, when</i> or <i>how</i> this happens</li><li>ask and answer questions about the information in a sentence</li><li>talk about the sentences they have written and explain why they are sentences</li><li>recognise a full stop</li><li>understand that a written sentence starts with a capital letter and ends with a full stop punctuate either orally or with an action.</li></ul> <p><u>Co-ordination and subordination</u></p> <ul style="list-style-type: none"><li>Joining words and joining clauses using <i>and</i>.</li><li>Introduction to capital letters, full stops ... to demarcate sentences.</li><li>understand that we can use <i>and</i> to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. <i>Jack and Jill went up the hill</i>. Both Jack and Jill are acting in the same way. <i>Fred was tired and hungry</i>.)</li><li>understand that we can join two sentences together using the word <i>and</i>; when this happens we will only need one full stop at the end</li><li>understand that <i>and</i> means we are adding information</li><li>understand that, although these structures occur in a ‘stream’ in speech, it is important not to use too many clauses in one sentence</li><li>orally rehearse sentences punctuate either orally or with an action.</li></ul> <p><u>Sentence types</u></p> <ul style="list-style-type: none"><li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</li><li>Capital letters for names and for the personal <b>pronoun</b>.</li><li>understand that there are different types of sentences, which have different end punctuation.</li></ul> <p><u>Nouns and noun phrases</u></p> <ul style="list-style-type: none"><li>Regular <b>plural noun suffixes</b> -s or -es (for example, <i>dog</i>,</li></ul>	<p><u>Co-ordination and subordination</u></p> <ul style="list-style-type: none"><li><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</li><li>Use of capital letters, full stops ... to demarcate <b>sentences</b>.</li></ul> <ul style="list-style-type: none"><li>understand that we can join two sentences together using the words <i>and, or, but</i>; when this happens, we have constructed one sentence with two clauses (a compound sentence)</li><li>understand the meaning of these conjunctions: <i>and</i> = addition, <i>but</i> = contrast, <i>or</i> = alternative</li><li>understand that when a subject is repeated, it can either be replaced with a pronoun or omitted: <i>George loves chocolate but (he) hates ice cream</i>.</li><li>extend sentences using subordinating conjunctions such as <i>when, if, that, because</i> and be able to talk about how they affect the meaning of the sentence</li><li>understand that <i>when, if, because</i> (and others) can start sentences.</li></ul> <p><u>Sentence types</u></p> <ul style="list-style-type: none"><li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b>.</li><li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</li><li>understand that there are different ways of forming a sentence (questions, statements, exclamations, commands) and be able to talk about what makes them different</li><li>understand that questions can be constructed in different ways</li><li>be able to tell the difference between questions and exclamations beginning with <i>what</i> and <i>how</i></li><li>understand how to punctuate different sentence types.</li></ul> <p><u>Nouns and noun phrases</u></p> <ul style="list-style-type: none"><li>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding (for example, <i>whiteboard, superman</i>).</li><li>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less.</li><li>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b>.</li><li>Expanded <b>noun phrases</b> for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</li><li>Commas to separate items in a list.</li><li><b>Apostrophes</b> to mark singular possession in nouns (for example, <i>the girl’s name</i>).</li><li>understand that a group of words can work together to fill the noun slot in a sentence and that this is called a <i>noun phrase</i></li><li>understand that a noun phrase can be replaced with a pronoun</li><li>understand how to construct a noun phrase using determiners, adjectives and nouns (e.g.</li></ul>	<p><u>Co-ordination and subordination</u></p> <ul style="list-style-type: none"><li>Expressing time, place and cause</li><li>using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</li><li>Use of commas after <b>fronted adverbials</b> (where these are fronted adverbial clauses).</li><li>use and understand the terms <i>conjunction, clause</i> and <i>subordinate clause</i> when discussing sentence construction</li><li>understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately</li><li>understand the meanings of conjunctions and be able to use a wide range of them</li><li>understand that the order of clauses can be manipulated for effect</li><li>understand and discuss how different sentence constructions can be used for effect within texts.</li></ul> <p><u>Sentence types</u></p> <ul style="list-style-type: none"><li>Introduction to inverted commas to <b>punctuate</b> direct speech.</li><li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech.</li><li>understand the conventions used to demarcate speech in writing:<ul style="list-style-type: none"><li>inverted commas around all words spoken, with punctuation at the end of the speech</li><li>end punctuation within inverted commas</li><li>use of comma following reporting clause where it starts the sentence (<i>The conductor shouted, ‘Sit down!’</i>)</li></ul></li><li>understand that all four sentence types can be used in dialogue</li><li>understand how questions can be used for different purposes in information texts.</li></ul> <p><u>Nouns and noun phrases</u></p> <ul style="list-style-type: none"><li>Formation of <b>nouns</b> using a range of <b>prefixes</b> (for example <i>super-, anti-, auto-</i>).</li><li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (for example, <i>solver, solution, dissolve, insoluble</i>).</li><li>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (for example, <i>a rock, an open box</i>).</li><li>The grammatical difference between <b>plural</b> and <b>possessive s</b>.</li><li><b>Apostrophes</b> to mark singular and <b>plural</b> possession (for example, <i>the girl’s name, the girls’ names</i>).</li><li>Noun phrases expanded by the addition of modifying <b>adjectives</b>, nouns and prepositional phrases (for example, <i>the strict maths teacher with curly hair</i>).</li><li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</li><li>understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families</li><li>understand how to use <i>a/an</i> correctly</li><li>understand the difference between plural and possessive s</li><li>understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification)</li><li>understand that determiners are part of the noun phrase and use a wide range (e.g. numbers, possessives, articles)</li><li>understand that prepositional phrases can be used to add information about a noun, after the noun</li></ul>	<p><u>Co-ordination and subordination</u></p> <ul style="list-style-type: none"><li>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b>.</li><li>Use of commas to clarify meaning or avoid <b>ambiguity</b>.</li><li><b>Brackets, dashes or commas</b> to indicate parenthesis.</li><li>The difference between structures typical of informal and formal speech, and writing.</li><li>understand how different forms of punctuation can be used within and between sentences</li><li>understand and discuss how punctuation choices enhance the meaning of the text</li><li>understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures</li><li>understand the differences between formal and informal writing: recognise the informal elements used in speech but not in writing (unless direct speech).</li></ul> <p><u>Sentence types</u></p> <ul style="list-style-type: none"><li>The difference between structures typical of informal and formal speech, and structures appropriate for formal speech and writing.</li><li>understand the impact of the use of questions in different text types, such as rhetorical question and asides to the reader.</li></ul> <p><u>Nouns and noun phrases</u></p> <ul style="list-style-type: none"><li>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</li><li>Use of commas to clarify meaning or avoid ambiguity.</li><li>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</li><li>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>).</li><li>understand that noun phrases can also include relative clauses (e.g. <i>The glistening dragon, which guarded the treasure, was snoring loudly</i>.)</li><li>understand that relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun (e.g. <i>The morning (when) I arrived in London was dark and gloomy</i>).</li><li>understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. <i>The knight rescued the maiden, who was very relieved</i>.)</li><li>understand the use of commas with relative clauses:<ul style="list-style-type: none"><li>before and after the clause for adding additional information (e.g. <i>The chocolates, which were made by Thorntons, were eaten quickly</i>.)</li><li>no comma when identifying which noun you are talking about (defining) (e.g. <i>The chocolates that were made by Thorntons were eaten quickly</i>.)</li></ul></li><li>understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. <i>cats/big cats/these animals</i>).</li></ul> <p><u>Adverbials</u></p> <ul style="list-style-type: none"><li>Indicating degrees of possibility using adverbs (for example, <i>perhaps</i> and <i>surely</i>).</li><li>Devices to build <b>cohesion</b> within a paragraph (for example, <i>then, after that, this, firstly</i>).</li><li>Linking ideas across paragraphs using <b>adverbials</b> of time (for example <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>).</li></ul>
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<p><i>dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <ul style="list-style-type: none"><li>How the <b>prefix un-</b> changes the meaning of <b>adjectives</b> (negation, for example, <i>unkind</i>).</li></ul> <ul style="list-style-type: none"><li>understand what the nouns in sentences are and how to form the plurals (link to spelling teaching)</li><li>understand that nouns can be people, places or things</li><li>understand that adjectives can be added to a noun to give more detail</li><li>understand that opposites can be created by using the prefix <i>un-</i> to adjectives.</li></ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"><li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</li><li>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, for example <i>unkind</i>, or undoing: <i>untie the boat</i>).</li></ul> <ul style="list-style-type: none"><li>understand that a sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something</li><li>begin to understand the concept of present and past tense, and use this understanding orally</li><li>spell the suffixes <i>-ing</i> and <i>-ed</i>.</li></ul>	<p><i>My naughty, mean sister</i></p> <ul style="list-style-type: none"><li>understand how commas are used in lists of adjectives and noun phrases</li><li>understand how adjectives can be used in different places in a sentence: before the noun (<i>My naughty sister</i>) and after the verb (<i>My sister is naughty</i>)</li><li>understand how adding suffixes to a word can change the meaning and/or the word class (e.g. <i>happy – happiness, climb – climber, play – playful</i>) and how nouns can be formed by compounding</li><li>understand the difference between adding an <i>s</i> for a plural and adding an apostrophe <i>s</i> for singular possession.</li></ul> <p><b>Adverbials</b></p> <ul style="list-style-type: none"><li>Use of <i>-ly</i> in standard English to turn adjectives into adverbs</li><li>understand that the suffix <i>-ly</i> makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. <i>quickly, suddenly, happily</i>)</li><li>understand that an adverb can add detail to a sentence.</li></ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"><li>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</li><li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).</li><li>understand that any verb can be written in a different tense</li><li>be able to identify if a verb is written in the past or present tense</li><li>understand that the verb in a sentence is frequently more than one word (a verb phrase)</li><li>understand that there are different ways of expressing the past and present tenses (e.g. past simple and past progressive: <i>he ran, he was running</i>; present simple and present progressive: <i>he runs, he is running</i>)</li><li>know how to use the verb <i>to be</i> to create progressive forms</li><li>maintain choice of tense throughout writing for cohesion.</li></ul>	<p><i>(The glistening, grey dragon with enormous wings... , The sheep in the field were grazing contentedly, His multi-coloured cloak of many colours...)</i></p> <ul style="list-style-type: none"><li>understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns</li><li>understand different ways that nouns are formed and how other words are related in word families.</li></ul> <p><b>Adverbials</b></p> <ul style="list-style-type: none"><li>Expressing time, place and cause using <b>adverbs</b> (for example, <i>then, next, soon, therefore</i>) or prepositions (for example, <i>before, after, during, in, because of</i>).</li><li><b>Fronted adverbials</b> (for example, <i>Later that day, I heard the bad news</i>).</li><li>Use of commas after <b>fronted adverbials</b>.</li><li>understand that a word or phrase can fill the adverbial slot in a sentence</li><li>understand that adverbials usually express how, when or where, but can also express cause, purpose or reason</li><li>understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called <i>fronted adverbials</i></li><li>understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. <i>Before tea, I had eaten too many sweets. My holiday was ruined because of the rain.</i>)</li><li>understand that commas need to be used after fronted adverbials.</li></ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"><li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</li><li>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>).</li><li>construct the present perfect form using the verb <i>to have</i> with the past participle (e.g. <i>I have walked this way for years. She has eaten chocolate before.</i>)</li><li>form the past participle with regular and irregular verbs</li><li>understand how the present perfect expresses a different meaning</li><li>understand that the perfect form of the verb can also be expressed in the past perfect (e.g. <i>I had played the piano for the last time.</i>)</li><li>use the correct form of Standard English verb inflections.</li></ul>	<ul style="list-style-type: none"><li>Grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, as a consequence</i>).</li><li>understand that adverbs and adverbials help to maintain cohesion across a text</li><li>understand that adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>)</li><li>understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably</i>, etc.)</li></ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"><li>Indicating degrees of possibility using <b>modal verbs</b> (for example, <i>might, should, will, must</i>).</li><li>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>).</li><li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example, <i>-ate, -ise, -ify</i>).</li><li>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</li><li><b>Verb prefixes</b> (for example, <i>dis-, de-, mis-, over-</i> and <i>re-</i>).</li><li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</li><li>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</li><li>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the <b>subjunctive</b>.</li><li>recognise the range of modal forms</li><li>understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. <i>may versus will: I may come and see you. / I will come and see you. / I should come and see you.</i>)</li><li>understand that apostrophes are used for contraction in some verb forms</li><li>understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. <i>The wall was painted (by the pupils).</i>)</li><li>understand that the passive voice is formed using any tense of the verb <i>to be</i> and the past participle (e.g. <i>He was taken to the police station. / She will be taken to the police station.</i>)</li><li>understand and explain how the passive form can be used for particular effect in both narrative and information texts</li><li>understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</li><li>understand and use structures for formal speech and writing, including the subjunctive.</li></ul>