Avondale Primary School

		Whole school Grammar Overview
EYFS		**Introduce** Finger spaces Letter Word Sentence Full stops Capital letter
Year 1	**Consolidate** Finger spaces Letter Word Sentence Full stops Capital letter **Introduce** Punctuation Question mark Exclamation mark Singular/ plural Adjective Verbs Noun Conjunction and/because	Develop understanding of- Leaving spaces between words Joining words and joining clauses using 'and' Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I 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*] How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and* 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*
Year 2	**Consolidate** Year 1 vocab **Introduce**	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]

Avondale Primary School

	Apostrophe (contractions and singular possession) Commas in lists Suffix Adverb Statement Question Exclamation Command Tense (Simple past, present) Noun phrases Proper nouns <u>Alan Peat</u> List Sentences All the W's Sentences What! Sentences Short Sentences	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** **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, question, exclamation or command 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 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 and to mark singular possession in nouns [for example, *the girl's name*]
Year 3	**Consolidate** Year 1 and 2 vocab **Introduce**	Revision of work from years 1 and 2 Grammar taught in discrete grammar lessons and as part of TfW lessons

Avondale Primary School

	Word family Co-ordinating Conjunction Preposition Direct speech Inverted commas Main Clause Prefix Consonant/Vowel Clause Subordinating conjunction Determiner Synonyms Pronoun Homophones Present Perfect Tense Subordinate Clause. Word Families <u>Alan Peat</u> Boys Double ly Simile As…ly 2A	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*] Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Introduction to inverted commas to **punctuate** direct speech 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*] 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*] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Year 4	**Consolidate** Previous vocab taught **Introduce** Possessive pronoun	Revision of grammar from previous years Grammar taught in discrete grammar lessons and as part of TfW lessons Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although The grammatical difference between **plural** and **possessive** *–s*

Avondale Primary School

	Adverbial Standard English Fronted adverbial followed by a comma Apostrophe – plural possession Tense consistency Expanded noun phrase <u>Alan Peat</u> Emotion Word, (Comma) Verb, person If, if, if, then 3 –ed With -ed –ing –ly (edingly) Sound and cause	Standard English forms for **verb inflections** instead of local spoken forms 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.*] 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 Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Year 5	**Consolidate** Previous vocab taught **Introduce** Relative pronoun Relative clause Modal verb Parenthesis (Bracket, Dash, Comma) Cohesion	Revision of grammar from previous years Grammar taught in discrete grammar lessons and as part of TfW lessons Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*] **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Avondale Primary School

	Antonym. Ambiguity <u>Alan Peat</u> Noun, which/who/ Where 3 bad-(dash) question? The more, the more 2 pairs Outside Inside PC Sentence Ad, same ad Action as if Name-adjective pair-sentences	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] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 6	**Consolidate** Previous vocab taught **Introduce** Active and passive voice Subject and object Hyphen Colon/ semi-colon Ellipsis Bullet points Formal/Informal language	Revision of grammar from previous years Grammar taught in discrete grammar lessons and as part of TfW lessons The difference between vocabulary typical of informal speech and vocabulary 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*]. 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)*].

Avondale Primary School

	subjunctive verb form <u>Alan Peat</u> De:De Some;others Tell: Show 3; examples Imagine 3 Last Word. Fiest Word. Irony sentences When; when; when, then sentences One word/phrase: definition Personification	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] 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** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]