



Grammar Pillar

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Class	Nouns & Adjectives	<ul style="list-style-type: none"> Begin to use pronouns (he, she, it) to replace nouns orally. Begin to use taught vocabulary orally. 	<ul style="list-style-type: none"> Use pronouns (he, she, it) in oral sentences. Use adjectives when orally rehearsing sentences for writing. 	<ul style="list-style-type: none"> Common nouns with plurals ending in ~s Appropriate determiner (vowels and consonants) Proper nouns: <ul style="list-style-type: none"> Names of people, Names of places Days of the week Months Pronouns (he, she, it) Simple adjectives Add -er and -est to adjectives where no change is needed to the root word. 	<ul style="list-style-type: none"> Proper nouns: <ul style="list-style-type: none"> Names of buildings Names of seas, oceans, rivers, organisations Expanded noun phrases (with description) <ul style="list-style-type: none"> <i>the blue butterfly, plain flour, the pretty, blue flower</i> Common nouns with plurals ending in ~s and ~es) Formation of adjectives using suffixes such as -ful, -less 	<ul style="list-style-type: none"> Collective nouns <ul style="list-style-type: none"> <i>A school of dolphins</i> Expanded noun phrases (with prepositional phrases) <ul style="list-style-type: none"> <i>the dog with the collar</i> 	<ul style="list-style-type: none"> Partitive nouns <ul style="list-style-type: none"> <i>A slice of cake</i> Expanded noun phrases (with adjectives, nouns and prepositional phrases) <ul style="list-style-type: none"> <i>the strict maths teacher with curly hair</i> 	<ul style="list-style-type: none"> Abstract nouns <ul style="list-style-type: none"> <i>Love, hatred, beauty ...</i> Relative pronouns <ul style="list-style-type: none"> <i>who, whom, whose, which, that</i> 	<ul style="list-style-type: none"> Reflexive pronouns <ul style="list-style-type: none"> <i>myself, yourself</i> Indefinite pronouns <ul style="list-style-type: none"> <i>anybody, anything, anyone, someone</i> Use hyphens to avoid ambiguity. <ul style="list-style-type: none"> <i>The small-business owner</i>
	Verbs	<ul style="list-style-type: none"> Understand actions words. <ul style="list-style-type: none"> <i>Who is jumping? Shall we clap together? Push the car along the carpet</i> 	<ul style="list-style-type: none"> Orally use verbs in a sentence. Use correct grammatical form of the verb. <ul style="list-style-type: none"> <i>I swam vs I swam</i> 	<ul style="list-style-type: none"> Use being verb (in conjunction with I and you). Simple present and past tense 	<ul style="list-style-type: none"> Progressive verb forms (~ing) Imperative verbs Auxiliary verbs and verb phrases (helper verbs) <ul style="list-style-type: none"> <i>I have finished the report.</i> Future tense Adverbs of manner and adding ly to adjectives <ul style="list-style-type: none"> <i>quickly, slowly, loudly</i> 	<ul style="list-style-type: none"> Present perfect <ul style="list-style-type: none"> <i>She has lived in Liverpool all her life.</i> <i>I've seen that film before.</i> Adverbs of time <ul style="list-style-type: none"> <i>Always, sometimes, immediately</i> Adverbs of place <ul style="list-style-type: none"> <i>here, there, inside</i> Difference between prepositions and adverbs 	<ul style="list-style-type: none"> Adverbial phrases <ul style="list-style-type: none"> <i>Jamil has a meeting at noon.</i> <i>Before we begin, I would like to make an announcement.</i> Use standard English form for verb inflections instead of local spoken forms. 	<ul style="list-style-type: none"> Past perfect tense <ul style="list-style-type: none"> <i>I had finished the work.</i> <i>I had been working there for a year.</i> Modal verbs <ul style="list-style-type: none"> <i>could, should, might, may</i> 	<ul style="list-style-type: none"> Active and passive voice Subjunctive verbs/mood <ul style="list-style-type: none"> <i>If it were me, I'd go.</i> <i>I wish it were real.</i> Conjunctive adverbs <ul style="list-style-type: none"> <i>therefore, next, furthermore, in spite of</i>
Sentences	Sentence Type	<ul style="list-style-type: none"> Dictate a sentence for a scribe. <ul style="list-style-type: none"> <i>describing drawing, explaining mark making, when retelling and event/story</i> 	<ul style="list-style-type: none"> Orally compose a simple sentence with subject and verb. Break down and organise thoughts into simple sentences. Orally compose a simple sentence using joining words such as <i>because</i> or <i>and</i>. 	<ul style="list-style-type: none"> Understand that a simple sentence must have a subject + verb. <ul style="list-style-type: none"> <i>The dog ate.</i> Compose simple sentences orally and written (subject & verb with object where appropriate). <ul style="list-style-type: none"> <i>The dog ate his food.</i> Maintain past tense. Identify questions and statements. Use personal pronouns as subjects and objects. Use AND to join words. <ul style="list-style-type: none"> <i>Jack and Jill</i> Separate words using spaces. 	<ul style="list-style-type: none"> Write exclamation sentences. <ul style="list-style-type: none"> <i>What big eyes you have!</i> <i>It is alive!</i> Write statements, and commands. Maintain correct subject/verb agreement when writing with singular and plural subjects. <ul style="list-style-type: none"> <i>The list of items is/are on the desk.</i> <i>The dog barked at the bird and the bird tweeted back.</i> 	<ul style="list-style-type: none"> Adverbs of time and place within simple sentences Distinguish between main and subordinate clause. Identify and write complex sentences that open with a main clause, followed by a subordinate clause (because, if, when, that). <ul style="list-style-type: none"> <i>The dog barked, because the bird annoyed him.</i> Know that complex sentences use subordinating not coordinating conjunctions. 	<ul style="list-style-type: none"> Identify and write a complex sentence that opens with a subordinate clause, followed by a comma and main clause. <ul style="list-style-type: none"> <i>Because the bird annoyed him, the dog barked.</i> Identify and write subordinating conjunctions (since, while, as, even though). Know that adverbial phrases do not need a verb whereas subordinate clauses must include a verb. 	<ul style="list-style-type: none"> Understand that a relative pronoun can be omitted, as long as the meaning is maintained. <ul style="list-style-type: none"> <i>She is one of those people who you can trust.</i> 	<ul style="list-style-type: none"> Identify and write multiclausal complex sentences joined with 2 different conjunctions. <ul style="list-style-type: none"> <i>Although I like to go camping, I haven't had the time to go lately, because I haven't found anyone to go with me.</i> Distinguish between active and passive voice. <ul style="list-style-type: none"> <i>Active: The boy kicked the ball.</i> <i>Passive: The ball was kicked by the boy.</i> Write in non-standard English within direct speech for characterisation. <ul style="list-style-type: none"> <i>"Hey! Alright?"</i> Use colons, semi-colons or dashes to mark the boundary between main clauses

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Text	Punctuation			<ul style="list-style-type: none"> Capital letter and full stop Question mark 	<ul style="list-style-type: none"> Exclamation mark Join nouns and adjectives within a list using commas. Apostrophe for contractions <i>What's, she's, I'm</i> 	<ul style="list-style-type: none"> Singular possessive apostrophe <i>The girl's shoe</i> Convert spoken word to direct speech (with speech marks) followed by comma and reporting clause. <i>"I am leaving," said the boy.</i> New speaker, new line 	<ul style="list-style-type: none"> Plural possessive apostrophe <i>The girls' changing room</i> Convert spoken word to direct speech, starting with the reporting clause – correctly punctuated. <i>She said, "I am leaving."</i> Subordinate clause at the beginning of a sentence – with a comma. <i>When Jack blew the whistle, the dog stopped running.</i> 	<ul style="list-style-type: none"> Convert spoken word into direct speech, where the reporting clause is embedded (with correct punctuation). <i>"Wait for me," she said, "I'm coming with you."</i> Use brackets, commas and dashes to indicate parentheses. Relative clauses are embedded within the main sentence using parentheses (brackets, commas, dashes). <i>The boy (who had muddy shoes) barged through the door.</i> 	<ul style="list-style-type: none"> Use the colon to introduce lists or to explain. <i>I desire one thing and one thing only: to go to the beach.</i> Identify and write conjunctive adverbs after semi-colons or full-stops, and followed by a comma. <i>The weather app said it would rain today; however, no clouds are in the sky.</i>
				<ul style="list-style-type: none"> Orally rehearse sentences before writing. Sequence simple sentences to form a short narrative. 	<ul style="list-style-type: none"> Choose the correct tense and to use it consistently throughout the text. 	<ul style="list-style-type: none"> Use paragraphs as a way to group related material. Use headings and sub-headings to aid organisation. Use first and third person correctly and consistently. 	<ul style="list-style-type: none"> Use connecting adverbs and adverbial phrases to link paragraphs. Use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Identify and write topic sentences that start new paragraphs in non-fiction writing. Identify and write supporting detail that elaborates on topic sentences in non-fiction writing. Identify and write concluding sentences that end paragraphs in non-fiction writing. 	<ul style="list-style-type: none"> Use adverbials to build cohesion within a paragraph. Use figures of speech in fiction and poetry to have a direct impact on the reader (similes, metaphors, personification, alliteration, onomatopoeia). Identify and organise ideas into paragraphs to indicate person, place or a jump in time. Identify and write a concluding paragraph in non-fiction writing. 	<ul style="list-style-type: none"> Use a variety of sentence types to avoid repetition and engage the reader. Write cohesive paragraphs where the topic sentence links to the preceding concluding sentence.