

Literacy - Grammar Coverage and Progression

'Achieve Excellence'



Not applicable for Nursery and Reception. Coverage through Little Wandle Phonics scheme

Year 1

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate</p>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation</p>

	<p>the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>			<p>sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	mark
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Year 2

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard,</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p>

	<p><i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>
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Year 3

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>,</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

	based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	<i>because of</i>]	<i>He went out to play</i>]		
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Year 4

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause;	determiner pronoun, possessive pronoun adverbial

	forms [for example, we were instead of we was, or I did instead of I done]	to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	and avoid repetition	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	
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Year 5

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	Converting nouns or adjectives into verbs using suffixes [for	Relative clauses beginning with who, which, where, when, whose, that,	Devices to build cohesion within a paragraph [for example, then,	Brackets, dashes or commas to indicate parenthesis Use of	modal verb, relative pronoun relative clause parenthesis,

	example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	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]	commas to clarify meaning or avoid ambiguity	bracket, dash cohesion, ambiguity
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Year 6

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for	Use of the passive to affect the presentation of information in a sentence [for example, I broke	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or	Use of the semi-colon, colon and dash to mark the boundary between independent	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	<p>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].</p>	<p>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]</p>	<p>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]</p>	<p>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]</p>	
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