

**Grammar: Sentences, cohesion and clauses**

The table below summarises the progression children make in learning about what a sentence is, how to make a piece of text cohesive and how to use clauses to do that.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence & cohesion	<p>What a sentence is.</p> <p>Joining words &amp; sentences using <i>and</i>.</p> <p>Sequencing sentences to form short narratives.</p>	<p>Subordination (<i>when, if that, because</i>).</p> <p>Coordination (<i>or, and, but</i>).</p> <p>Statements.</p> <p>Questions.</p> <p>Exclamations.</p> <p>Commands.</p>	<p>Introducing paragraphs.</p> <p>Headings &amp; subheadings.</p>	<p>Organise paragraphs around a theme.</p> <p>Appropriate choice of noun or pronoun to aid cohesion &amp; avoid repetition.</p>	<p>Building on structuring paragraphs.</p> <p>Devices to build cohesion in a paragraph (<i>then, after, than, firstly</i>).</p>	<p>Layout devices such as headings, subheadings, bullets, tables to structure text.</p> <p>Linking ideas across text using cohesive devices: repetition of a word or phrase, grammatical connections &amp; ellipsis.</p>
Clauses	<p>Joining words &amp; sentences using <i>and</i>.</p>	<p>Subordination (<i>when, if that, because</i>).</p> <p>Coordination (<i>or, and, but</i>).</p>	<p>Term <i>clause</i> introduced.</p> <p>Expressing time &amp; cause (<i>when, so, before, after, while, because</i>).</p> <p>Continuing to use conjunctions to combine clauses.</p>	<p>Consolidate learning from previous years.</p>	<p>Relative clauses beginning with <i>who, which, where, why, whose, that</i>.</p>	<p>Semicolon, colon &amp; dash to mark boundary between main clauses.</p>
Informal/ formal						<p>Difference between formal &amp; informal language.</p> <p>Passive &amp; active voice.</p> <p>Structures of formal &amp; informal language (such as subjunctive forms).</p>

**Grammar: Word classes**

The table below summarises the progression children make in learning about different word classes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & noun phrases	<p>What a noun is.</p> <p>Regular plurals with '-s', '-es' endings.</p> <p>Nouns with '-er'.</p>	<p>Forming nouns with suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Adding '-es' to nouns that end in consonant + 'y'.</p> <p>Possessive apostrophes for singular nouns.</p>	<p>Forming nouns with prefixes.</p> <p>Appropriate choice of noun or pronoun to avoid repetition.</p> <p>Forms 'd' &amp; 'an'.</p> <p>Possessive apostrophe with plural words.</p>	<p>Plural &amp; possessive '-s'.</p> <p>Appropriate choice of noun or pronoun to aid cohesion &amp; avoid repetition.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns &amp; prepositional phrases.</p>	<p>Locate &amp; identify expanded noun phrases.</p>	<p>Expanded noun phrases to convey complicated information concisely.</p>
Verbs	<p>Third person singular '-s'.</p> <p>Endings added to verbs where no change to root word is needed: '-ing', '-ed', '-er'.</p> <p>Simple past tense '-ed'.</p>	<p>Progressive form of verbs in the past and present tense.</p> <p>Adding '-es' to verbs that end in consonant + 'y'.</p> <p>Adding '-ed' and '-ing' to root words that end in consonant + 'y' &amp; vowel + consonant + 'e' &amp; single syllable, ending in vowel + consonant.</p>	<p>Present perfect form of verbs instead of the simple past.</p>	<p>Standard English forms for verb inflections.</p>	<p>Indicating degrees of possibility with modal verbs.</p> <p>Prefixes for verbs 'dis-', 'de-', 'mis-', 'over-', 're-'.</p> <p>Convert nouns &amp; adjectives into verbs using suffixes '-ate', '-ise', '-ify'.</p>	<p>Consolidate learning from previous years.</p>
Tense	<p>Simple past tense '-ed'.</p>	<p>Correct &amp; consistent use of past &amp; present tense.</p> <p>Progressive form of verbs in the past and present tense.</p>	<p>Present perfect tense.</p>	<p>Consolidate learning from previous years.</p>	<p>Subject-verb agreement &amp; consistent use of tense.</p>	<p>Consolidate learning from previous years.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Conjunctions	Joining words & sentences using <i>and</i> .	Subordination ( <i>when, if that, because</i> ).  Coordination ( <i>or, and, but</i> ).	Expressing time & cause ( <i>when, so, before, after, while, because</i> ).	Using a wider range of conjunctions.	Consolidate learning from previous years.	Consolidate learning from previous years.
Adverbs & adverbials		Suffix <i>-ly</i> added to adjective to form adverb.	Introduce/revise adverbs.  Expressing time & cause ( <i>then, next, soon</i> ).	What an adverbial phrase is.  Fronted adverbials.  Comma after fronted adverbial.	Indicating degrees of possibility with adverbs.  Adverbials of time, place & number.	Linking ideas across a text using cohesive devices including adverbials.
Adjectives	Add <i>-er</i> & <i>-est</i> to adjectives where no change is needed to the root word.	Adding <i>-er</i> & <i>-est</i> to root words that end in consonant + 'y' & vowel + consonant + 'e' & single syllable, ending in vowel + consonant.	Choosing appropriate adjectives.	Consolidate learning from previous years.	Consolidate learning from previous years.	Consolidate learning from previous years.
Prepositions			Expressing time & cause ( <i>before, after, during, in, because of</i> ).  Other prepositions useful for writing.	Consolidate learning from previous years.	Consolidate learning from previous years.	Consolidate learning from previous years.
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma	adverb, 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

**Grammar and punctuation: Punctuation, affixes and word families:**

The table below summarises the progression children make in learning to use punctuation and affixes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Space to separate words.</p> <p>Full stop.</p> <p>Question mark.</p> <p>Exclamation mark.</p> <p>Capital letter for start of sentence, names, personal pronoun <i>I</i>.</p> <p>Read words with contractions.</p>	<p>Capital letters.</p> <p>Full stop.</p> <p>Question marks.</p> <p>Exclamation marks.</p> <p>Commas to separate items in lists.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p>	<p>Introduce inverted commas to punctuate direct speech.</p> <p>Introduce possessive apostrophes for plural nouns.</p>	<p>Inverted commas &amp; other punctuation to indicate direct speech.</p> <p>Apostrophe to mark singular &amp; plural possession.</p> <p>Comma after fronted adverbial.</p>	<p>Bracket, dashes or commas to mark parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Introducing hyphens.</p> <p>Bullet points.</p>	<p>Semicolon, colon &amp; dash to mark boundary between clauses.</p> <p>Colon to introduce a list.</p> <p>Hyphens to avoid ambiguity.</p>
Affixes and word families	<p>Adding the prefix '<i>un-</i>'.</p> <p>Regular nouns &amp; third person verbs '<i>-s</i>', '<i>-es</i>'.</p> <p>Endings added to verbs where no change to root word needed: '<i>-ing</i>', '<i>-ed</i>', '<i>-er</i>'.</p> <p>Add '<i>-er</i>' &amp; '<i>-est</i>' to adjectives where no change is needed to the root word.</p>	<p>Adding '<i>-es</i>' to nouns &amp; verbs that end in consonant + 'y'.</p> <p>Adding '<i>-ed</i>', '<i>-ing</i>', '<i>-er</i>' &amp; '<i>-est</i>' to root words that end in consonant + 'y' &amp; vowel + consonant + 'e' &amp; single syllable, ending in vowel + consonant.</p> <p>Suffixes '<i>-ment</i>', '<i>-ness</i>', '<i>-ful</i>', '<i>-less</i>'.</p> <p>Suffix '<i>-ly</i>' added to adjective to form adverb.</p>	<p>Prefixes '<i>super-</i>', '<i>anti-</i>', '<i>auto-</i>'.</p> <p>Word families based on common words.</p>	<p>Plural &amp; possessive '<i>-s</i>'.</p>	<p>Convert nouns &amp; adjectives into verbs using suffixes '<i>-ate</i>', '<i>-ise</i>', '<i>-ify</i>'.</p> <p>Prefixes for verbs '<i>dis-</i>', '<i>de-</i>', '<i>mis-</i>', '<i>over-</i>', '<i>re-</i>'.</p>	<p>Consolidate learning from previous years.</p>