**Grammar Strand**

**Pupils should learn how to:**

**Reception**

* **Leave spaces between words (WTS KS1)**

**Year 1**

* Use correct grammatical terminology when discussing their writing
* **Leave spaces between words (WTS KS1)**
* Join words with ‘and’ within sentences
* **Join sentences with ‘and’ (EXS KS1)**
* Recognise and know the purpose of nouns
* Recognise and know the purpose of verbs
* Form singular and plural nouns (link with spelling)
* Change the meaning of words by adding un- (link with spelling)
* Form new nouns by compounding e.g. whiteboard (link with spelling)

**Year 2**

* Use correct grammatical terminology when discussing their writing
* Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions
* **Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)**
* Recognise and write statements
* Recognise and write questions
* Recognise and write exclamations
* Recognise and write commands
* **Join sentences with ‘or’ and ‘but’ (EXS KS1)**
* **Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences (EXS KS1)**
* Avoid using ‘and’, ‘but’ or ‘so’ after a full stop
* Write and use expanded noun phrases
* Form nouns by using suffixes such as –ness and –er.
* Use precise and appropriate verbs when writing
* **Write consistently in ‘past’ or ‘present’ tense (EXS KS1)**
* Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was think**ing**, she is danc**ing**
* Recognise and know the purpose of adjectives
* Form adjectives using –ful, -er, -est and –less (link with spelling)
* Recognise and know the purpose of -ly adverbs
* Form and use adverbs by adding –ly to adjectives
* Learn to use some features of written standard English

**Year 3**

* Use correct grammatical terminology when discussing their writing
* Use and understand the terms consonant and vowel
* Explore word families based on common words
* Recognise and know the purpose of conjunctions
* Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because
* Use a or an appropriately
* Create new nouns using prefixes
* Recognise and know the purpose of pronouns
* Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them
* Recognise and know the purpose of adverbs (beyond –ly)
* Use adverbs to express time, place and cause e.g. then, next, soon, therefore
* Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)
* Use have or has before a verb to create the ‘present perfect form’ or ‘had’ to create the ‘past perfect form’
* Recognise and know the purpose of prepositions
* Use prepositions to express time, cause and place e.g. before, after, during, in, because of
* Use prepositional phrases to add detail to sentences
* Understand what a main clause is
* Recognise simple and compound sentences

**Year 4**

* Use correct grammatical terminology when discussing their writing
* Use a wider range of conjunctions to extend sentences including when, if, because, although
* Recognise and know the purpose of determiners
* Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's
* Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)
* Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)
* Fully understand the difference between plural and possessive s
* Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was
* Use adverbs to express frequency e.g. often and manner e.g. loudly
* Recognise adverbial phrases and clauses
* Use fronted adverbials
* **Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before (contributes to EXS KS2)**
* Know what a subordinate clause is
* Know what a complex sentence is
* Write and use complex sentences

**Year 5**

* Use correct grammatical terminology when discussing their writing
* Understand that grammar can be used semantically and pragmatically
* Use grammar both semantically and pragmatically
* **Use devices for cohesion within a paragraph** **(EXS KS2)**
* Ensure correct subject verb agreement
* Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text
* Recognise relative pronouns e.g. which, that, who (whom, whose), when, where
* Use relative pronouns appropriately
* Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
* Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will
* Recognise a modal adverb is e.g. perhaps, surely, obviously
* Use modal verbs and adverbs
* **Use verb tenses consistently and correctly throughout their writing (EXS KS2)**
* Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that
* Use relative clauses to add detail to sentences
* Experiment with clause position in complex sentences
* Orchestrate a range of sentence structures

**Year 6**

* Use correct grammatical terminology when discussing their writing
* Understand that grammar can be used semantically and pragmatically
* Use grammar both semantically and pragmatically
* **Select vocabulary and grammatical structures that reflect what the writing requires, and use this mostly appropriately (EXS KS2)**
* Understand the basic subject, verb, object structure of a sentence
* **Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)**
* Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
* Use the ‘perfect form’ of verbs to mark relationships of time and cause
* Understand and recognise active and passive voice
* Use passive voice appropriately in writing
* Understand and explore synonyms and antonyms
* **Manipulate grammar and vocabulary to control levels of formality (GD KS2)**
* Recognise and understand ‘the subjunctive’ e.g. If Fred **were** here, things would be different
* Use more than one subordinate clause successfully in a complex sentence