

Key Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nouns and Adjectives</b>		<ul style="list-style-type: none"> <li>Select, generate and effectively use <b>nouns</b>.</li> <li>Select, generate and effectively use <b>adjectives</b>.</li> <li>Identify, generate and effectively use <b>noun phrases</b>, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> <li>Create <b>compound words</b> using <b>nouns</b>, e.g. <i>whiteboard and football</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>Explore, identify, collect and use noun phrases, e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</li> </ul>	
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b>, e.g. <i>helping, helped, helper</i>.</li> <li>Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. <i>untie, unkind</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use <b>verbs</b>.</li> <li>Explore the progressive form of <b>verbs</b> in the <b>present tense</b>, e.g. <i>she is drumming</i> and <b>past tense</b>, e.g. <i>he was shouting</i>, to mark actions in progress.</li> <li>Use <b>past tense</b> for narrative, recount, e.g. <i>diary, newspaper report, biography</i> and historical reports.</li> <li>Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action, e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> </ul>		<ul style="list-style-type: none"> <li>Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility, e.g. <i>might, could, shall, will, must</i>.</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate <b>active and passive</b>, e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.</li> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already</i> or <i>I have eaten lunch already (present perfect); I will have</i></li> </ul>

## Progression in Grammatical Terms and Word Classes

						<p><i>eaten lunch by then (future perfect).</i></p> <ul style="list-style-type: none"> <li>Explore, collect and use subjunctive forms for formal speech and writing, e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></li> </ul>
<b>Adverbs and Adverbials</b>		<ul style="list-style-type: none"> <li>Select, generate and effectively use <b>adverbs</b>.</li> <li>Use suffix <i>ly</i> to turn adjectives into <b>adverbs</b>, e.g. <i>slowly, gently, carefully.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use <b>adverbs</b>, e.g. <i>suddenly, silently, soon, next, eventually.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters, e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>Create sentences with fronted <b>adverbials</b> for When, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted <b>adverbials</b> for where, e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use commas after fronted <b>adverbials</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later, nearby, secondly.</i></li> <li>Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility, e.g. <i>might, could, shall, will, must.</i></li> <li>Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Use devices to build cohesion between paragraphs in narrative, e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until, then.</i></li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>Use the joining word <i>and</i> to link words and clauses.</li> <li>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination for time using <i>when, before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b>, e.g. <i>when, if because, although, while, since, until, before, after, so.</i></li> </ul>			

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		<p><i>writing, we went out to play.</i></p> <ul style="list-style-type: none"> <li>• Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>• Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> </ul>				
<b>Pronouns</b>				<ul style="list-style-type: none"> <li>• Identify, select and effectively use <b>pronouns</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <i>who, which, where, whose, when, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></li> <li>• Create complex sentences where the <b>relative pronoun</b> is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> </ul>	
<b>Prepositions</b>			<ul style="list-style-type: none"> <li>• Identify, select, generate and effectively use <b>prepositions</b> for <i>where</i>, e.g. <i>above, below,</i></li> </ul>			

## Progression in Grammatical Terms and Word Classes

			<i>beneath, within, outside, beyond.</i>			
<b>Determiners</b>			<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b>, e.g. <i>a rock, an open box</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and use <b>determiners</b> including:             <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives : <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> </ul>		

Please note: Statutory terminology for pupils is indicated in **bold print**.