

## Grammar Progression at Redwell Primary School

Please ensure you are using the agreed definition for key terms, as appropriate for your year group. These will help avoid any misconceptions. Remember, that your children should be confident in using the correct definitions for all year groups prior to yours. It is expected that all staff will model the correct use of these and they may be helpful to put on planning, where needed. Some definitions have 'checks' which may help you when teaching key concepts and are a useful tool for children who are struggling with different aspects. You may wish to share the connections with the children but this is for you to see the links in learning both before and after you year group.

Relevant Year Group	Grammar Word/Term	Definition	Example	Connections
FS upwards – the definition will be progressive as we move up through the school	Sentence	<p>A sentence must contain a subject (it can be implied) and a verb</p> <p>A sentence tool kit is:</p> <ul style="list-style-type: none"> <li>• Starts with a capital letter</li> <li>• Ends with a full stop, question mark, exclamation mark or ellipsis.</li> <li>• Is a group of words that creates a unit of meaning</li> <li>• Is separated from other sentences by punctuation</li> <li>• Consists of 1 or more clauses – one of which will be a main clause</li> <li>• Is built around a verb</li> <li>• Can be a single word but is usually several or more that make sense together.</li> </ul> <p><i>NB: From Y3 upwards, we would expect children to say the above definition. Prior to this, children can state that it must have a noun and a verb.</i></p>	<p>Elephants sleep.</p> <p>There are elephants.</p> <p>Elephants make children happy.</p>	<p>All word classes which are found in a sentence</p> <p>Phrases – some may misconceive that this is a sentence.</p> <p>Clauses – a main clause is also a sentence.</p>

Year 1				
Year 1	Noun	<p>Nouns are people, places, things, ideas or qualities.</p> <p><u>Check:</u> There are several different types of nouns. Most would have a, an or the in front of them The can be singular (only one) Plural (lots of them) They are often found with a determiner</p> <p><u>Do not accept</u> that nouns are things we can hold/see as this may lead to a misconception about abstract nouns</p>	<p>Cloud/clouds Duston Castle Happiness Love</p>	<p>Noun phrase Expanded noun phrase Different types of nouns</p>
Year 1	Pronoun	<p>These directly replace the noun</p>	<p>He, she, we, me, my, I</p>	<p>A type of noun Used to create cohesion</p>
Year 1	Proper noun	<p>These are the specific names of people, places, organisations and unique things (months/days)</p> <p><u>Check:</u> Begin with capitals These are rarely pluralised</p>	<p>Bob, London, Tesco</p>	<p>A type of noun</p>
Year 1	Verb	<p>Is an <u>action or state</u>.</p> <p><u>Check:</u> Normally, it comes immediately or shortly after the subject. Tenses alter when exactly these things happen</p> <p>Higher up the school: you may want to think about verbs like this: Action verbs – verbs which express an action: jump, dance,  Reporting verbs – verbs which relate to speech: shout, suggest  Sensing verbs – express thinking, feeling, understanding: believe, know, imagine, fear, enjoy</p>	<p>Walks/walked Run/ran He <u>has</u> a cold It <u>is</u> hot today</p>	<p>Regular/irregular verbs Tenses</p>

Y1 upwards	Adjective	<p>An <u>adjective</u> is a word that describes a <u>noun</u>, giving extra information about it.</p> <p><u>Check:</u> It can be before the noun Or after the verb – is</p>	<p>The <u>red</u> flower The flower is <u>red</u></p>	<p>Adding er suffix creates comparative adjectives – taller Superlatives - tallest</p>
Year 1 upwards	Conjunction	<p>A word which joins/links words, phrases, clauses and sentences.</p>	See below	<p>Some of these can be confused with prepositions 'before'</p>
Introduced in Year 1	Co-ordinating conjunction	<p>They join words or clauses of equal weight/importance With clauses, each clause could stand on its own.</p> <p>The acronym FANBOYS helps us remember them but do not accept that co-ordinating conjunctions are FANBOYS and, but, so, or are the most common</p>	<p>For, and, nor, but, or, yet, so</p> <p>It will rain in the morning <b>and</b> it will rain in the afternoon.</p>	
Year 1	Preposition	<p>A word which add information to a verb about when or where They tell you the position of things</p>	<p><u>In</u> the morning, the cat hides <u>under</u> the table. The train leaves <u>at</u> three <u>from</u> platform four.</p>	<p>They are also adverbials They can be confused with conjunctions</p>

Year 2				
Year 2	Phrase	<p>A group of words built around a single word that adds detail; it is part of a clause.</p> <p><u>Check:</u> They are useful for describing things They do not make sense on their own If there is a noun but no verb or a verb but no noun, it is a <b>phrase</b>.</p>	beautifully green	
Year 2 upwards	Noun phrase	<p>A noun with any additional word</p> <p><u>Check:</u> It can all be replaced by a pronoun The addition of a determiner is common: The man A pronoun can also be a noun phrase It cannot form a sentence on its own – it will not contain a verb</p>	The man	Noun Determiner
Y2 upwards	Adverbs	<p>These are words which modify a verb, adjective or another adverb</p> <p><u>Check:</u> They can tell us how, where, when, why</p> <p>Some adverbs can derive from nouns (help – helpful) and verbs (to dream – dreamy)</p> <p>Do not say they are 'ly' words as these are a small proportion of adverbs</p>	<u>really</u> sad <u>extremely</u> slowly <u>very</u> happy <u>quickly</u> ran I <u>never</u> sleep	<p>Suffixes – use these to create adverbs from other words</p> <p>Some are also prepositions</p>
Year 2 upwards	Main clause	A clause which makes sense on its own and has a noun and a verb.	<p>John sat down</p> <p>The elephant was sick</p>	<p>You need at least 1 of these to create a simple, compound or complex sentence.</p> <p>Links to subordinate clause</p>

Year 2 upwards	Subordinate clause	<p>A clause which has a subject and verb but does not make sense on its own.</p> <p>It may also have a subordinating conjunction in it.</p> <ul style="list-style-type: none"> <li>• In Y2, these should be: when/if/that/because</li> <li>• Y3 upwards:</li> </ul>	<p><u>If I am feeling sad</u>, I stroke the dogs.</p> <p><u>That's the street where Ben lives</u></p> <p>I'm going to bed <u>as I am tired</u>.</p>	Some subordinate clauses can also be relative clause (if they start with a relative pronoun such as that /who/ which).
Y2 upwards	Compound Sentence	<p>A sentence with 2 main clauses and a co-ordinating conjunction to join them.</p> <ul style="list-style-type: none"> <li>• In Y2: or/and/but</li> <li>• Y3 upwards: for/and/nor/but/or/yet/so</li> </ul>	<p>I am sitting down but I am still tired.</p> <p>I do not like bread nor do I like honey.</p>	Main clauses Co-ordinating conjunctions
Year 2 upwards	Synonym	A word or phrase that means exactly or nearly the same as another word or phrase	Synonym for angry – annoyed	Opposite of antonym
Year 2 upwards	Antonym	a word or phrase that means the opposite of another word or phrase	Antonym of nice is mean	Opposite of synonym
Starts in Year 2 but only after the main clause - not as a fronted adverbial e.g. <i>I am tired when I don't sleep well.</i>	Subordinating conjunction	<p>These introduce a subordinate clause</p> <p><u>Check:</u> If it starts a sentence, it is also a fronted adverbial and therefore needs a comma</p> <p>You could use the acronym: ISAWAWABUB (I saw a Wabub!) or AWHITEBUS The words are: if/since/ although/when/after/while/as/ before/until/because</p>	<p>If, so, as, whilst, after, when, but, a because, a</p> <p><u>If</u> you are sad, you can eat chocolate.</p> <p>I feel sad <u>when</u> I am told off.</p>	<p>Found in subordinating sentences</p> <p>Can also be a fronted adverbial</p>
Year 2	Statement	<p>The act of stating a fact.</p> <p><u>KS2:</u> They usually have a subject before a verb</p>	The door of the wardrobe was ancient.	They are a type of sentence

Year 2	Question	<p>A sentence or phrase used to find out information They start with a question word</p> <p><u>KS2:</u> They usually start with an interrogative pronoun – who, what, where, when, how The subject often follows an auxiliary verb (Can)</p>	Where did the mysterious door lead to?	They are a type of sentence
Year 2	Command	<p>A sudden cry or remark expressing surprise, strong emotion, or pain.</p> <p>KS2: Feature in instructional writing They tell the reader (someone or something) what to do. They use <b>imperative verbs</b> (direct verbs to do something)</p>	Ouch, you hit me! Oh no, he's gone!	They are a type of sentence
Year 2	Exclamation	It must be a full sentence which starts with "how" or "what".	How very dare you! What a lovely day!	Do not get this confused with the use of an exclamation mark. Even if one has been used, it does not make it an exclamation sentence.
Year 2	Suffix	Letters added to the end of a word to change it.	Skip – skipping_ skipped	
Year 2 (NB: Specifically stated in Y6 but used from Y2 upwards)	Singular	One thing	The horse ate (horse is in its singular form)	Opposite – plural

Year 3				
Year 3	Fronted Adverbial	<p>This is an adverbial (word, phrase or clause) which is found at the front of a sentence</p> <p>It is followed by a comma</p> <p>(Think of adverbials as an umbrella term for adverbs and prepositions which change the verb)</p> <p><i>From Y5 onwards, we teach them also being subordinate clauses</i></p>	<p>Then, Up in the sky, As I was falling asleep, Undaunted by the gunfire, Entering in silence, Menacingly,</p>	<p>Fronted adverbials can also be prepositional phrases and subordinate clauses</p>
Year 3	Subject	<p>The noun that does the action or is 'being'.</p> <p><u>Check:</u> It is a noun It is the main focus of the sentence</p>	<p><u>Sarah</u> sat down. The <u>cat</u> licked its paw.</p>	<p>Found in a sentence</p>
Year 3	Object	<p>The noun that has the verb acting upon it.</p> <p><u>Check:</u> Normally, it comes after the verb It is a noun Often different to the subject</p>	<p>Sarah sat on the <u>sofa</u>. The cat licked its <u>paw</u>.</p>	<p>Found in a sentence</p>
Year 3	Clause	<p>Clauses are units of grammar that contain at least one of a subject and a verb.</p> <p>Clauses can sometimes be complete sentences.</p> <p>Clauses may be main or subordinate <u>They may</u> be introduced by a conjunction</p>	<p>after we have dinner</p>	<p>Subordinate clause Main clause Subject Verb</p>

Year 4				
Year 4	Determiners	<p>Come before a noun It helps show the noun you are talking about</p> <p>Check: They have different purposes: quantity, whether something is definite, ownership, to single something out (this/that) Determiners can also come before any modifiers such as adjectives. EAL children find these difficult and may often have these missing from their spoken and written language</p>	<p>A, the, any, this, that, my, our, your, those</p> <p>Quantity: one, some, many Ownership: his, yours, my</p>	<p>Definite and indefinite article (UKS2) Quantifiers Expanded noun phrase</p> <p>Specifically stated from Y4 in the National Curriculum But, it is part of a noun phrase which is listed in Year 2</p>
Year 4 upwards	Expanded noun phrase	<p>A noun with a determiner and adjective</p> <p>Check: It can all be replaced by a pronoun They can follow the pattern: Determiner, adjective, noun Determiner, adjective, adjective, noun</p> <p>Or it can start with the word 'with'</p>	<p>The tall man The tall, large man</p> <p>The crazy, loud teacher with curly hair</p>	<p>Adjectives Determiners</p>
Year 4 upwards (introduced) Year 5 secure	Relative pronoun	<p>Pronouns to use in a relative clause These tell us about the noun that precedes it</p>	<p>Who, which, that, whom, those</p>	<p>Relative clause</p>
Year 4 upwards (introduced) Year 5 secure	Relative clause	<p>A clause which starts with a relative pronoun</p> <p>Remember – a clause must have a verb</p>	<p>Sarah, 39 years old, is a teacher. Sarah, who is 30 years old, is a teacher.</p>	<p>Relative pronouns</p>



Year 4 upwards	Possessive pronoun	Pronouns to show ownership	Yours, ours, his, hers, its, theirs	Nouns – some do not link to these being nouns
Year 4 upwards	Abstract noun	Feelings, ideas, concepts, qualities  <u>Check:</u> You wouldn't be able to touch these Children often miss these out from their identification of nouns.	Hate, anger, jealousy, hunger	
Year 4 upwards	Concrete noun	Nouns that name people, places, things  <u>Check:</u> You can experience these through the five senses These are ones that can be touched	Car, rain, bird	
Year 4 upwards	Adverbial	This is an umbrella term for any word, phrase or clause that gives extra meaning to the main verb or main clause Remember: they tell us where, when, how, why action takes place	<u>Never</u> happy <u>in a peaceful manner</u> Looking <u>under</u> the stairs	This is an umbrella term so a preposition is also an adverbial
<b>Year 5</b>				
Y5 upwards	Modal Verb	They change the certainty of over verbs	Might, will, must, can, may should, would, could, ought	Auxiliary verbs
Y5 upwards	Auxiliary verb	These are supporting verbs They normally accompany a main verb	They are: Be/have/do	Links to passive, perfect and progressive form
Y5 upwards	Causal conjunctions	Causal conjunctions tell why something happened (Often seen in an explanation text)	although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet	Conjunctions

Y5 upwards	Definite articles	You know the exact noun you are talking about	The The car broke down	(EAL link: A lot of languages do not have determiners and so this may be an issue for EAL learners.
Y5 upwards	Indefinite articles	You do not know definitely which noun you are talking about  Use a when it is followed by the noun starting with <i>consonant sound</i> Use an when it is followed by the noun starting with <i>a vowel sound</i>	A an A car has broken down An apple is to be eaten	Determiners
Y5 upwards	Definite articles	You know the exact noun you are talking about	The The car broke down	(EAL link: A lot of languages do not have determiners and so this may be an issue for EAL learners.
<b>Year 6</b>				
Y6	Present participle	The ing form of a verb	I was walking	Verbs Suffix ing
Y6	Past participle	Usually ed form of a verb  There are irregularities: sung/gone	You had walked; they had danced	Verbs Suffix ed
Y6	Present/past progressive	Events that are in progress rather than completed	Present: I <u>am</u> dancing in my bedroom Past: I <u>was</u> dancing in my bedroom	Verbs Suffix ing
Y6	Present/past perfect	This describes events that have been completed.  Past/present tense of have+ present participle of the verb (ing) Present/past tense of have + past participle (ed)	Present perfect: She <u>has</u> danced for many years.  Past perfect: She <u>had</u> danced for many years.	Verbs Past and present participles
Y6	Active voice	It is active voice when the subject of the sentence performs the action in the sentence.	The Chancellor raised income tax	

		<p><u>Purpose:</u> To be direct and clear to my reader with the use of active voice</p> <p>.</p>		
Y6	Passive voice	<p>Auxiliary verb 'be' plus the past participle</p> <p>.</p> <p>(Avoid overusing this in writing)</p>	<p>Income tax <u>was raised</u>.</p> <p>Income tax <u>was raised</u> by the Chancellor</p>	
Y6	Prepositional phrase	<p>A phrase (group of words) which starts with a preposition</p> <p>Check: Often shows a relationship to when and where</p> <p>The pattern is: preposition + noun phrase (preposition + determiner + noun)</p>	<p>In the background of the playroom</p>	<p>Phrases</p> <p>Adverbials</p>
Y6	Abstract noun	<p>Be careful to check the word purpose in the sentence; just because it can be an abstract noun, does not mean it is:</p> <p>I remember my childhood (noun)</p> <p>She was my childhood friend (adjective)</p>		
<b>This is not relevant for children but is for staff awareness</b>	Connective	<p>This is a general term for linking words and phrases and are normally conjunctions or adverbs (when they signal to the reader the direction the text is going by introducing paragraphs or sections of text)</p>	<p>A list: first, secondly, finally</p> <p>Addition: also, in addition</p> <p>Opposition: on the other hand, alternatively</p> <p>Explanation: for example, in other words</p>	<p>Adverbs</p> <p>Conjunctions</p>