



**Pye Green Academy**  
UNIVERSITY OF WOLVERHAMPTON

**Grammar Progression**  
**Early Years to Year 6**

## EYFS Grammar

<b>Word structure</b>	<p>Using phonic knowledge to write words in ways which match their spoken sounds</p> <p>Writing some irregular common words</p> <p>Using phonic knowledge to write simple regular words</p> <p>Use phonic knowledge to make phonetically plausible attempts at more complex words</p> <p>Understand that letters are joined together to form words</p> <p>Recognise the first and last letter in a word</p> <p>Hear the smallest unit of sound in simple words (sound/phoneme)</p> <p>Recognise that two letters can be joined to make one sound</p> <p>Recognise that three letters can be joined to make one sound</p>
<b>Sentence and Text structure</b>	<p>Writing sentences which can be read by themselves and others</p> <p><i>Some words in their sentences are spelt correctly and others are phonetically plausible.</i></p> <p>Playing and experimenting with writing and watching others write (shared writing)</p> <p>Using opportunities for writing to communicate (<i>e.g. through notes, reminders, lists, and access to and encouragement to use writing materials in meaningful situations</i>)</p> <p>Writing sentences about what they know. <i>For this reason, writing recounts about significant events is important</i></p> <p>Write their own names correctly</p> <p>Begin to form sentences, sometimes using punctuation</p> <p><b>When speaking:</b></p> <p><i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p> <p><i>Extend their vocabulary, exploring the meaning and sounds of new words.</i></p> <p><i>Retell narratives in the correct sequence, drawing on the language patterns of stories.</i></p>

<i>Punctuation</i>	Begin to form sentences, sometimes using punctuation—full stops and capital letters Begin to recognise capital letters and full stops when reading
<i>Fine Motor Control</i>	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
<i>Key Vocabulary</i>	Letter, word, capital letter, full stop, punctuation, sentence, sound, phoneme

## Year 1 Grammar

<b>Word structure</b>	<p>Read, recognise and write digraphs, trigraphs and split digraphs</p> <p>Recognise that the same sound can be represented with different combinations of letters (<i>oy, oi</i>)</p> <p>Understand how suffixes and prefixes can be added to root words to change its meaning</p> <p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> (<i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (<i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (<i>unkind, or undoing, untie the boat</i>)</p> <p>Understand that words belong to a family and name nouns, adjectives, verbs and adverbs</p> <p>Understand what a syllable is and how a word can be divided into syllables</p> <p>Identify and name vowels in the alphabet</p> <p>Begin to explore the concept of synonyms</p>
<b>Sentence and Text structure</b>	<p>Beginning to understand how words can combine to make sentences</p> <p>Joining words and joining sentences using the conjunction 'and'</p> <p>Writing simple sentences correctly</p> <p>Understand a sentence contains a clause <i>Relate to understanding of verbs</i></p> <p>Recognise that commas can be used in a list</p> <p>Beginning to use co-ordination (<i>or, and, but</i>) and use subordination (<i>when, if, that, because</i>).</p> <p>By the end of Year 1, children can write a simple narrative recount with some connectives other than <i>and</i> or <i>then</i> (<i>even if the punctuation is not always accurate</i>)</p> <p>Sequencing sentences to form short narratives</p> <p><i>The reader knows what has happened in parts of my story.</i></p> <p><i>Most of the time, the reader can understand how each part of the story fits together.</i></p> <p><i>(Explaining what a sentence is to young children is particularly difficult. They are taught that, in books, a sentence starts with a capital letter and ends with a full stop and that they should observe this practice when they write. But how to recognise when you have written a sentence is</i></p>

	<i>another matter. Some children are helped by being told that <u>a sentence makes sense on its own, contains one verb at least and is complete</u>; that it consists of an idea. Children should point out the sentences in shared reading and should have plenty of opportunities to experiment with constructing sentences orally as well as writing them.)</i>
<b>Punctuation</b>	<p><b>Separating words with spaces</b></p> <p><b>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p><b>Using capital letters for names and for the personal pronoun 'I'</b></p>
<b>Key vocabulary</b>	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, main clause, prefix, suffix, adjective, word class, noun, verb, adverb, comma, vowel, syllable, phoneme, digraph, trigraph, GPCs
<b>Grammar Guidance</b>	<p>During shared writing it is important to provide opportunities for children to talk about the writing process and discuss the content of their writing with others. These focused discussions help to clarify ideas, rehearse unfamiliar language structures and extend the range of vocabulary.</p> <p>Children should be reminded to think of the whole sentence (an idea) and say it aloud before they start to write. However, young children still sometimes miss out a word as their pace of writing is slow. Rereading and checking should become a habit. Children who continually omit words should be encouraged to point to each word as they reread. This makes omissions more obvious.</p>

## Year 2 Grammar

<b>Word structure</b>	<p>Understand and use a range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Formation of nouns using suffixes (-ness, -er, -ment, -ful, -less, -ly)</p> <p>Formation of adjectives using suffixes such as (-ful, -less)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p> <p>Classify nouns as common, proper, countable or non-countable</p> <p>Recognise that words are a homophone if they sound exactly the same when pronounced (<i>hear, here, some, sum</i>)</p> <p>Identify and name vowels and consonants in the alphabet</p> <p>Explore antonyms as a way of expressing opposite meanings (<i>hot and cold, light and heavy</i>)</p>
<b>Sentence and Text structure</b>	<p>Write accurate simple sentences</p> <p>Understand the terminology 'main clause' and 'phrase' <i>Relate their understanding to the presence of 'verbs'</i></p> <p>Understand that ideas can be linked within a sentence and that sentences can be linked to form paragraphs</p> <p>Link ideas within a sentence using co-ordinating conjunctions (<i>or, and, but</i>) or subordinating conjunctions (<i>when, if, that, because</i>)</p> <p>Recognise that a compound sentence uses a co-ordinating conjunction to join two main clauses. <i>Introduce the use of FANBOYS - for, and, nor, but, or, yet, so</i></p> <p>Use connecting adverbs to link ideas in sentences and paragraphs</p> <p>Use connecting adverbs to explain (<i>because, as</i>) and to order (<i>next, then, after</i>)</p> <p>Understand and use expanded noun phrases for description and specification (<i>e.g. the enormous elephant, the tall man on the hill</i>)</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Consistently use past tense and present tense throughout writing <i>Introduce the use of continuous form of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting)</i></p>

<p><b>Punctuation</b></p>	<p>Accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark contracted forms in spelling (<i>don't, I'll</i>) and to show singular possessions in nouns (Jack's coat, the girl's name)</p> <p>Consistent use of capital letters for proper nouns and the pronoun 'I'</p>
<p><b>Key vocabulary</b></p>	<p>verb, tense, past, present, adjective, noun, noun phrase, suffix, capital letter, full stop, apostrophe, comma, statement, question, exclamation, command, compound, sentence, conjunction, adverb, co-ordination, subordination, progressive, clause, paragraphs</p>
<p><b>Grammar Guidance</b></p>	<p>During the beginning of Year 2, children can orally 'rehearse' their sentences ahead of writing independently and show evidence of applying their knowledge of language and its structures gained from reading. Their independent writing demonstrates the ability to punctuate simple sentences and to use spelling strategies drawn from their growing phonic knowledge and skills, and sight vocabulary.</p> <p>During Year 2 children will increasingly develop their ability to control their writing. They will learn more about the ways in which words and sentence structure can be extended, manipulated and linked in specific ways to suit context, purpose and audience. They will also learn how the use of planning devices can support the development of more extended pieces of writing in which ideas can be linked coherently.</p>

## Year 3 Grammar

<b>Word structure</b>	<p>Understand and use a range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Formation of nouns using a range of prefixes (<i>super-, anti-, auto-</i>)</p> <p>Use of the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (<i>a rock, an open box</i>)</p> <p>Begin to understand the concept of 'word families' based on common words to explore how they are linked by form and meaning (<i>solve, solution, solver, dissolve, insoluble</i>)</p> <p>Recognise that words are a homonym if they look and sound exactly the same (<i>bark and bark, left and left</i>)</p> <p>Understand that words are synonyms if they have the same meaning, or similar meanings (<i>old and elderly, sprint and dash</i>)</p> <p>Spell words with silent letters (<i>hours, know, tomb</i>)</p> <p>Revise common, proper, countable or non-countable nouns</p> <p>Introduce abstract nouns</p>
<b>Sentence and Text structure</b>	<p>Write accurate compound sentences using a co-ordinating conjunction to join two main clauses</p> <p>Express time and cause using conjunctions (<i>when, so, before, after, while, because</i>), adverbs (<i>then, next, soon, therefore</i>) or prepositions (<i>before, after, during, in, because of</i>)</p> <p>Use conjunctions to link ideas within a sentence</p> <p>Explore paragraphs as a way to group related material (<i>Understand when and why to start a new paragraph</i>)</p> <p>Use headings and sub-headings to structure and organise writing</p> <p>Use connecting adverbs or prepositions to link sentences and paragraphs</p> <p>Use a wider range of subordinating conjunctions to extend ideas (<i>after, although, as, before, even if, even though, so that, that, though, unless</i>)</p> <p>Understand when to punctuate a connecting adverb linking ideas in two or more sentences (<i>The school bus arrived. Therefore, I climbed aboard.</i>)</p> <p>Use a range of connecting adverbs to order and link paragraphs (<i>secondly, meanwhile, finally</i>) to explain (<i>as, when, since</i>) and to suggest an alternative (<i>but, on the other hand</i>)</p> <p>Explore the present perfect form of verbs in contrast with the simple past tense (<i>He has gone out to play contrasted with He went out to</i></p>

	<p><i>play.)</i></p> <p><b>Use pronouns to avoid repetition</b></p>
<b><i>Punctuation</i></b>	<p><b>Accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p><b>Use commas to separate items in a list and to mark connecting adverbs</b></p> <p><b>Use apostrophes to mark contracted forms in spelling and to show singular possessions in nouns</b></p> <p><b>Introduce inverted commas to punctuate direct speech</b></p>
<b><i>Key vocabulary</i></b>	<p>word, word family, sentence, conjunction, compound, adjective, verb, noun, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, suffix, consonant, consonant letter, vowel letter, clause, subordinate clause, main clause, present perfect tense, past tense, determiner, article, punctuate, apostrophe, silent letter</p>

## Year 4 Grammar

<b>Word structure</b>	<p>Understand the grammatical difference between plural and possessive -s (<i>the boy's ball (one boy) OR the boys' ball (two or more boys) )</i></p> <p>Use standard English forms for verb inflections instead of local spoken forms (<i>we were instead of we was, I did instead of I done or I have spoken to instead of I have spoke to.</i>)</p> <p>Recognise and use common homophones and homonyms</p> <p>Understand and use a wider range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Select and use appropriate synonyms in their writing</p> <p>Use antonyms as a way of expressing opposite meanings</p> <p>Begin to explore how a root word can become an antonym of itself with the addition of a prefix (<i>agree becomes disagree, zip becomes unzip</i>)</p> <p>Revise word class</p>
<b>Sentence and Text structure</b>	<p>Write simple, compound and complex sentences correctly</p> <p>Understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses</p> <p>Understand the difference between a main clause, subordinate clause and a phrase</p> <p>Expanded noun phrases by adding adjectives, nouns and preposition phrases (<i>the teacher becomes the strict maths teacher with curly hair</i>)</p> <p>Identify the determiner used to express the reference of a noun or noun phrase (<i>the dog barked at the small, frightened boy</i>)</p> <p>Use a range of fronted adverbials (<i>Later that day, I heard the wonderful news</i>) and connecting adverbs (<i>The salad was incredibly healthy. However, I wanted to eat some chocolate</i>) punctuating them accurately</p> <p>Show an awareness that not all introductory adverbs and phrases need to be punctuated with a comma as the meaning is not ambiguous (<i>Suddenly I was afraid</i>)</p> <p>Make appropriate pronoun and noun selections within a sentence to aid cohesion and avoid repetition (<i>Jack went to the shops so that Jack could buy a KitKat becomes Jack went to the shops so that he could buy a KitKat</i>)</p> <p>Understand where possessive pronouns are necessary</p> <p>Use conjunctions to link ideas within a sentence</p> <p>Use connecting adverbs or prepositions to link sentences and paragraphs</p>

	<p>Use paragraphs to organise ideas around a theme</p> <p>Write accurate compound sentences using a co-ordinating conjunction to join two main clauses</p> <p>Use subordinating conjunctions correctly in complex sentences (<i>although, as, before, even if, even though, so that, that, though, unless</i>)</p> <p>Use the present perfect form of verbs to mark the relationship of time and cause (<i>Derek has worked as a teacher for 29 years. I have been struck by lightning!</i>)</p> <p>Use a range of connecting adverbs to order and link paragraphs (<i>secondly, meanwhile, finally</i>) to explain (<i>as, when, since, due to the fact that</i>) to suggest an alternative (<i>whereas, however, although</i>) and to add information (<i>also, in addition</i>)</p> <p>Sustained use of the correct tense throughout writing</p>
<i>Punctuation</i>	<p>Consistently use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Apostrophes to mark singular and plural possession (<i>the girl's boots, the girls' boots</i>)</p> <p>Use of inverted commas to punctuate direct speech and punctuate accurately within inverted commas</p>
<i>Key vocabulary</i>	<p>sentence, compound, complex, simple, determiner, plural, pronoun, possessive pronoun, adverbial, fronted adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction, verb inflections, noun, noun phrase, apostrophe, comma, inverted comma, exclamation mark, question mark, present perfect, connecting adverbs, paragraph, preposition,</p>

## Year 5 Grammar

<b>Word structure</b>	<p>Use standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i> or <i>I have spoken to</i> instead of <i>I have spoke to</i>.)</p> <p>Ensure subject verb agreement in sentences (<i>she talks very quietly</i>, <i>they talk very quietly</i>)</p> <p>Convert nouns or adjectives into verbs using suffixes (<i>-ate</i>, <i>-ise</i>, <i>-ify</i>)</p> <p>Add a growing range of verb prefixes to root words and explore their meaning (<i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p> <p>Demonstrate a secure understanding of the rules for adding a variety of prefixes and suffixes</p> <p>Distinguish between common homophones</p>
<b>Sentence and Text structure</b>	<p>Write a variety of simple, compound and complex sentences correctly, using the correct punctuation</p> <p>Demonstrate a secure understanding that co-ordinating conjunctions are used in compound sentences and subordinating conjunctions are used in complex sentences</p> <p>Confidently use conjunctions, adverbs or prepositions to link ideas within a sentence, link sentences and link paragraphs</p> <p>Understand that not all introductory adverbs and phrases need to be punctuated with a comma as the meaning is not ambiguous</p> <p>Correctly punctuate connecting adverbs that link ideas in two or more sentences (<i>The school bus arrived. Therefore, I climbed aboard.</i>)</p> <p>Use a range of connecting adverbs to add more information or further evidence (<i>furthermore</i>, <i>in addition</i>, <i>moreover</i>) to compare (<i>whereas</i>, <i>however</i>, <i>on the other hand</i>, <i>although</i>) and to explain (<i>in order to</i>, <i>in case</i>, <i>due to the fact that</i> and <i>therefore</i>)</p> <p>Link ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and number (<i>secondly</i>)</p> <p>Build cohesion within a paragraph through language choices (<i>firstly</i>, <i>then</i>, <i>after that</i>, <i>this</i>)</p> <p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using modal verbs (<i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or adverbs (<i>perhaps</i>, <i>surely</i>)</p> <p>Ensure tense is used accurately throughout writing</p> <p>Use a variety of noun phrases which are expanded with adjectives, nouns or preposition phrases</p> <p>Continue to use the present perfect form of verbs to mark the relationship of time and cause</p>

<p><b>Punctuation</b></p>	<p>Accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list, to mark fronted adverbials and to avoid ambiguity</p> <p>Punctuate direct and reported speech accurately</p> <p>Secure use of apostrophes to mark contracted forms in spelling and to mark singular and plural possession</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p><i>Derek, <u>a ginger cat from Doncaster</u>, bit his owner's leg below the knee.</i></p> <p><i>On a positive note — <u>Gerald</u> — had previously had a tetanus injection.</i></p> <p><i>At midnight last night, Skip <u>(the vicious dog who lived next door)</u> savaged Derek's leg in retaliation.</i></p>
<p><b>Key vocabulary</b></p>	<p>sentence, compound, complex, simple, past tense, present tense, present perfect, fronted adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction, verb, noun, noun phrase, adjective, preposition, apostrophe, capital letter, full stop, exclamation mark, question mark, paragraph, comma, homophone, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, direct speech</p>

## Year 6 Grammar

<b>Word structure</b>	<p>Recognise the difference between vocabulary appropriate for informal speech and vocabulary appropriate for formal speech (<i>said becomes reported, alleged, or claimed</i>)</p> <p>Explore how words are related by meaning as synonyms and antonyms</p> <p>Ensure subject verb agreement in sentences</p> <p>Form verbs through the addition of a prefix</p> <p>Convert nouns or adjectives into verbs by adding a suffix</p> <p>Distinguish between a range of homophones and use them appropriately in writing</p>
<b>Sentence and Text structure</b>	<p>Write a variety of simple, compound and complex sentences for effect</p> <p>Select vocabulary, grammar and punctuation to enhance effect and clarify meaning</p> <p>Use the passive voice accurately (<i>I broke the window in the greenhouse becomes The window in the greenhouse was broken</i>)</p> <p>Use the present perfect form of verbs to mark the relationship of time and cause</p> <p>Use developed noun phrases to add detail to sentences</p> <p>Recognise and use informal and formal styles of writing for effect (<i>question tags in informal writing and the use of the subjunctive in formal writing</i>)</p> <p>Choose the appropriate register to suit the audience and purpose of writing</p> <p>Punctuate the subordinate clause or relative clause correctly, depending on the position of the clause in the sentence</p> <p>Punctuate connecting adverbs if they link ideas in two or more sentences and to show the relationship between ideas within an independent clause</p> <p>Use modal verbs and adverbs appropriately to show degrees of possibility</p> <p>Use connecting adverbs to indicate a connection between two independent clauses in one sentence</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: <b>semantic cohesion</b> (<i>repetition of a word or phrase</i>) <b>grammatical connections</b> (<i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b></p> <p>Select appropriate layout devices to structure text (<i>headings, sub-headings, columns, bullets, tables</i>)</p>

<p><b>Punctuation</b></p>	<p>Precise use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Punctuate direct and reported speech accurately</p> <p>Secure use of apostrophes to mark contracted forms in spelling and to mark singular and plural possession</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to separate items in a list, to mark fronted adverbials and to avoid ambiguity</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses (<i>It's raining; I'm fed up.</i>)</p> <p>Use a colon to introduce a list and semi-colons within lists</p> <p>Appropriate use of bullet points to list information</p> <p>Explore how hyphens can be used to avoid ambiguity (<i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>
<p><b>Key vocabulary</b></p>	<p>sentence, compound, complex, simple, past tense, present tense, present perfect, fronted adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction, verb, noun, noun phrase, adjective, preposition, apostrophe, capital letter, full stop, exclamation mark, question mark, paragraph, comma, homophone, independent clause, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, direct speech, formal speech, informal speech, active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym, ellipsis, punctuation, headings, sub-headings, columns, tables, cohesive, subjunctive, passive</p>