

Grammar in Reception

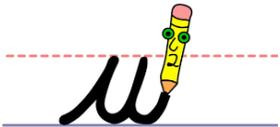
In reception, you will need to use your voice to say things properly as this is good practice for when you start writing. You will also learn to use letters to write down the spellings for sounds in words and start to use these words in sentences.

Words and parts of words

I can hear the different sounds in a word.

s i t

I can write down the letters that represent the ways the sounds are spelled.

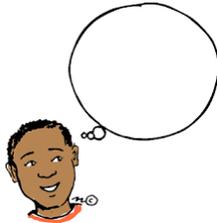


I can blend sounds together to write words.



Sentences

I can say words out loud that form phrases and sentences and start to write them down.



Whole texts

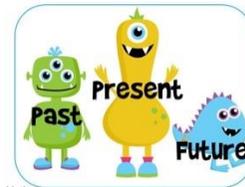
I can say more than one sentence to tell a story or describe something that has happened. The sentences I say make sense and are related to each other.



I can write more than one sentence in a piece of writing to make a longer piece of text.

Tenses

When I am talking to people I use the correct tense to say when things happened. I went to the shop. I am going to see Granny. I am eating a biscuit.



I can use the correct form of the verb when talking about things that happened in the past. I dug a hole (rather than I digged a hole).

Punctuation

I know that sentences and names start with capital letters and I am starting to use them in my writing.

I know that sentences have a full stop at the end.

I can recognise other types of punctuation when I am looking at a book with an adult.

. ! ?

Vocabulary



word
letter
sound
spelling
sentence
capital letter
full stop

Grammar Year 1

In year one, you will need to know how to write sentences properly and how to join them together to make longer pieces of writing.

Words and parts of words

I can add **~s** or **~es** to **nouns** to make them **plural**.

Rule #3 add -s or -es	
-s	-es
*To most words	*Words ending in:
laughs	ss, ch, sh,
toys	x, z, and
plays	sometimes o
schools	classes
friends	watches
	buzzes
	potatoes

I can add the **suffixes ~ing, ~ed, ~er, ~est** to the ends of words to change their meanings.
helping, helped, helper

I can add the **prefix un** to the beginning of a word to make it mean the opposite.
unkind, or undoing, or untie the boat.

Sentences

I can say a **sentence** out loud and write it down.

I can join words with the **conjunction and**. I can use **and** in a list.



I can combine two **phrases** with the word **and** to make a longer sentence.

I know that sentences have got **nouns** and **verbs** and **adjectives** in them.

Whole texts



I can join two or more sentences together, in the correct order, to make a longer piece of writing.

Tenses

I can use the correct tense in my speech and am starting to use the correct tenses in my writing.

PAST

PRESENT

FUTURE

I can use **~s** or **~es** at the end of **verbs** to say what is happening in the present tense to someone else.

He runs, she misses the bus.

Punctuation

I put spaces between words.

I use Capital letters, full stops and question marks to show the beginning and end of sentences.

I use capital letters for names of people and places, the days of the week and for the personal pronoun **I**.



Vocabulary



letter
capital letter
word
singular
plural
sentence
punctuation
full stop
question
question mark
exclamation mark
noun
verb
adjective
conjunction
prefix
suffix

Grammar Year 2

In year two, you will need to know how to write four different types of sentences. You'll also know how to make your sentences more interesting to your readers by adding adjectives and adverbs.

Words and parts of words

I can add **suffixes** beginning with **vowels** (~er, ~est) and suffixes beginning with **consonants** (~ness, ~ful, l-ess, ~ly) to the ends of words. *Greater, smallest, happiness, grateful, careless, happily.*

I can use the words I make using these suffixes in the correct way.

The class were full of amazement because their teacher was so effortlessly brilliant.

I know which word in a sentence is a **verb**. *The teacher whispered to the quiet class.*

I can use **adverbs** to describe **verbs**. *The elephant was hungrily chomping the leaves.*

Sentences

I can use subordinating **conjunctions** (*when, if, that, because*) and coordinating **conjunctions** (*or, and, but*) to join clauses in my sentences.

I can use **adjectives to describe nouns** and write **noun phrases**. *The large, sleepy cat slept peacefully.*

I can identify and use four different sentence types. **Statement sentences** tell the reader what's happening. *It was a lovely day.*

Command sentences start with an **imperative verb** and give a command. They end with a full stop or an exclamation mark. *Stop doing that please! Mix in the flour.*

Question sentences start with a question word and end in a question mark. *When will I remember everything?*

Exclamation sentences begin with the words *How* or *What*, contain a verb, and end with an exclamation mark. *What a complicated thing grammar is!*

Whole texts

I can write a piece of text using more than one sentence that **makes sense** all the way through.



I can start to use **headings** to organise my texts.

Tenses

I can choose the correct **tense** for the text I am writing.

I can use the **past tense** or the **present tense** correctly in a piece of text.

I can use the **progressive form of verbs** in the **present and past tense** to say when something is in the process of taking place. *She is shouting. The boys are throwing the Lego. He was running. The cats were yowling.*

Punctuation

I use **capital letters, question marks or exclamation marks** at the end of sentences.

I use **commas** to separate items in a **list**. *Apples, pears, cherries and bananas.*

I can use **apostrophes** to show where letters are missing in a **contracted** form of a word (**a contraction**). *Can't, she's, he'll, won't, don't.*

I can use **apostrophes** to show that something belongs to a **single person**. *Mrs White's bag, Charlotte's web, the bee's knees.*

Vocabulary



noun
noun phrase
statement
question
exclamation
command
imperative verb
compound
past tense
present tense
apostrophe
comma
adjective
adverb

Grammar Year 3

In Year Three, you will need to know how to make your writing link together well by using a range of conjunctions and prepositions. You will use adverbs to show time, place and manner (how something happens). You will understand how to use apostrophes for different purposes and how to organise your work well into paragraphs and sections.

Words and parts of words

Use the prefixes un~, dis~, mis~, in~, il~ to create the opposite meaning of a word

appear – disappear
trust – mistrust

Use the prefixes – pre and sub

view – preview
marine – submarine

Sentences



Co-ordinating conjunctions link two words/phrases/clauses together as an equal pair.

It's raining **so** I will come home.

It's raining **but** I'm not coming home.

Subordinating conjunctions introduce a subordinate clause

as, although, after, when, if, though, even, because, before, until, unless, since

I'll come back when it starts to rain.
Even though it's raining, I'm staying here.

Adverbs can tell you when, where and how something is happening

I will see you later.

I will see you there.

Slowly, he walked home.

Prepositions are used with nouns, noun phrases or pronouns. They often describe locations or directions, but can describe other things, such as time and cause.

It will rain on Saturday.

Under the umbrella, she kept herself dry.

The cricket was cancelled because of the rain.

Whole texts

Paragraphs are a collection of related sentences. They help readers to enjoy what has been written because they break up the text into easy-to-read sections

They can be used in writing to introduce:

- A change of time
- A change of place
- A new event
- A new character
- A new idea/set of information
- Change of speaker

Heading

Words written at the top of a text as a title

Subheading

Words used to introduce part of a text

Tenses

The present perfect tense uses has or have with the past participle of a verb.

He has walked to the park

Past participle of the verb to walk

They have gone to the park.

Past participle of the verb to go

Punctuation

Possessive apostrophes are used with nouns and show belonging between things.

If a plural noun ends in 's', add the apostrophe at the end of the plural noun

The boys' toys (meaning the toys belonging to more than one boy)

The dogs' kennel (meaning the kennel belonging to more than one dog)

If a plural noun doesn't end in 's', add 's' to the end of the plural noun.

The children's toys (meaning the toys belonging to more than one child)

He always corrects people's grammar (meaning the grammar of more than one person)

Vocabulary



Preposition
Conjunction
Adverb

Clause
Subordinate clause

Co-ordinating conjunction
Subordinating conjunction

Paragraph
Heading
Subheading

Present perfect tense

Possessive apostrophe

Grammar Year 4

In year four, you will need to know how to use and punctuate direct speech correctly. You will use commas to mark adverbs and adverbial phrases at the beginning of sentences. You will use apostrophes correctly consistent. You will use pronouns effectively. You will understand the difference between standard English and local spoken English.

Words

Standard English is accepted as the "correct" form of English, used in formal speaking or writing.

Non-Standard English: They ain't got nothing.
Standard English: They haven't got anything.

Non-Standard English: I love the player what so
Standard English: I love the player who scored.

Non-Standard English: We was there yesterday.
Standard English: We were there yesterday.

Non-Standard English: Pass me them books!
Standard English: Pass me those books!

Non-Standard English: I played good.

Vocabulary

determiner (used to specify a noun)
e.g. a/an, the, this, that, some, many

a cat, this summer, some people

pronoun

possessive pronoun

adverbial



Sentences

Adverbial phrases (fronted adverbials) can be used to start a sentence.

Slowly but surely, the dark clouds crept over the hilltop.

Grinning menacingly, the pirate slipped the treasure into his sack.

As quick as a flash, the cat jumped onto the wall.

Remember, you can use a simile as an adverbial phrase.

Use long sentences with expanded noun phrases and preposition phrases to add more description or information.

Slowly but surely, the threatening, dark clouds crept over the hilltop and the leaves pirouetted in the swirling wind.

Use short sentences for impact and to move events on quickly.

It was urgent. He had to leave!

Whole texts.

A topic sentence is usually the first sentence in a paragraph. It tells the reader what the rest of the paragraph is going to be about.

Swimming is a very popular activity. It keeps you fit, is great fun and is very sociable. I meet all my friends at the local pool.

Tenses

Use with confidence:

- Simple present tense
- Simple past tense
- Present progressive tense
- Past progressive tense (see Year 2)
- Present perfect tense
- Past perfect tense (see Year 3)

Punctuation

Punctuating direct speech:

"I'm going out."

Inverted commas mark the beginning and the end of speech. They sit outside all other punctuation.

"Are you going out?"

"You must get out!"

Using commas

"I'm going out," said Tom.

Tom said, "I'm going out."

This is called the reporting clause. Always use a comma, question mark or exclamation mark before or after the reporting clause.

"Are you going out?" Tom asked.

"Don't go out there!" Tom screamed.

"I'm going out later," Tom replied.

Tom replied, "Don't worry. I'm staying here."

Remember!

- The start of direct speech always has a capital letter.
- Start each new speaker on a new line

Commas to mark fronted adverbials

When a sentence starts with an adverb or an adverbial phrase, use a comma to separate them from the rest of the sentence.

Carefully, Alice picked up the tiny creature.

After school on Mondays, we go swimming.

In the park, there's a large pond.

Pronouns

A pronoun is a word that replaces a noun or noun phrase. Use them your writing to avoid repetition and to make your meaning clear for the reader.

Wallace loves cheese. Wallace eats cheese every day.

Wallace loves cheese. He eats it every day.

Common pronouns:

I, you, he, she, it, we, you, they, me, him, her, us, you, them, myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

mine, yours, his, hers, ours, yours, theirs

These are the possessive pronouns. They show belonging.

"That book is mine," said Sally.

Grammar Year 5

In year five, you will need to know how to write sentences with more complicated structures, using commas to make your meaning clear for the reader. You will use a wider range of punctuation including brackets, dashes and commas for parenthesis. You will understand and use relative clauses and modal verbs.

Words and parts of words

Convert nouns or adjectives into verbs using suffixes

-ate, -ise, -ify

motive - motivate
real - realise
intense - intensify

Use verb prefixes
dis-, de-, mis-,
over- and re-

obey - disobey
lead - mislead
unite - reunite
load - overload
fire - misfire

Remember to look for synonyms and antonyms when choosing words for your writing. Which word has the precise meaning you want?

Sentences

A relative clause is a type of subordinate clause used to give more information about a noun.

Relative clauses start with a relative pronoun.

- That
- Which
- Who
- Whom
- Whose

the boy **who** came to my party
the house **that** the man owns
the man **whose** dog bites
the bike **that** he gave me
the man **whom** I spoke to
(whom is more formal)

Modal verbs indicate degrees of possibility

Can
Could
May
Might
Shall
Should
Will
Would

I **could** see you today.
I **might** see you today.
I **shall** see you today.

Whole texts.

Cohesion (fitting together well) helps writing to flow by creating links within paragraphs and between paragraphs.

for example, then, after that, this, firstly later, nearby, secondly

Tenses

Make sure tenses are consistent throughout a piece of writing.



I walked to the park yesterday. It was hot so I buy an ice-cream.



I walked to the park yesterday. It was hot so I **bought** an ice-cream

Punctuation

Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought.

If you take the parenthesis away, the sentence will still be complete without it.

You can use brackets, commas, or dashes to show parenthesis.

- Mount Everest (**over 8000m**) is the highest mountain in the world.
- Mount Everest, **over 8000m**, is the highest mountain in the world.
- Mount Everest - **over 8000m** - is the highest mountain in the world.

Bullet points

Introduce a list of bullet points with a colon

Ingredients:

- Sugar
- Eggs
- milk

Be consistent with the formatting (e.g., capital letters and punctuation at the start and end of each bullet). Choose whatever format you like, but **be consistent throughout your document.**

Mr. Mole won the following events:

- Egg-and-spoon race.
- Toss the pancake.
- Apple bobbing.

Mr. Mole won the following events:

- egg-and-spoon race
- toss the pancake
- apple bobbing

Vocabulary

modal verb

relative pronoun
relative clause

parenthesis
bracket
dash

cohesion

ambiguity (not clear /causing confusion)



Grammar Year 6

In year six, you will make controlled choices about your writing to make your meaning really clear to the reader. You will know how to write informally and formally, choosing appropriate vocabulary and using passive and subjunctive tenses. You will use semi-colons, colons and dashes in sentences and hyphens in words to avoid confusion in meaning. You will use a wide range of cohesive devices such as ellipsis and repetition and know how to set out your work for clarity and best effect.

Words and parts of words

Recognise the difference between **informal and formal speech and vocabulary**
e.g. find out – discover; ask for – request; go in – enter

Explore a wider range of synonyms and antonyms to find the precise meaning.
e.g. small, tiny, minuscule, diminutive, minute, microscopic

Sentences

The **subjunctive** is a verb **form** or mood used to express things that **could or should happen**. It is used to express wishes, hopes, commands, demands or suggestions. It is often used with 'if' or 'that' in a subordinate clause
If I **were** you, I would stay at home today.
I suggest that you stay at home today.

Subject, verb, object

The **subject** of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'.
e.g. **The young children** like apples
She is happy.

An **object** is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon.
e.g. Year 2 designed **puppets**.
I like **that**.

Tenses

A sentence is written in **active voice when the subject of the sentence performs the action in the sentence.**

Subject Verb (action performed)

e.g. **The girl** washed the dog.

A sentence is written in **passive voice (passive tense) when the subject of the sentence has an action done to it by someone or something else.**

e.g. **The dog** was washed by the girl.
In this sentence, the dog has become the subject having something done to it by the girl.

Whole texts.

Construct whole texts using a **wide range of cohesive devices and structural features**

- e.g.
- repetition of a word or phrase
 - use of adverbials such as: on the other hand, in contrast, as a consequence
 - ellipsis
 - headings
 - sub-headings columns/ bullets / tables

Punctuation

Semi-colons can be used:

In lists when the list items contain commas.
e.g. a large, orange ball; a small, blue bat; a hard, green ball
To separate two independent clauses that are **closely linked**
e.g. It was serious. She had broken her toe.

It was serious; she had broken her toe.

Colons can be used:

To introduce a list or after an introduction
e.g. These children are absent: Johnny, Sam and Sarah
To expand on or explain something in the previous sentence
e.g. **Zombies are evil:** they kill people!

A dash is used to add more information to the end of a sentence. It doesn't have to be a full sentence.

e.g. He only had one thing on his mind – scoring the winning goal.

Ellipsis is the omission of a word or phrase which is expected and predictable.

E.g. Frankie waved to Ivana and ~~she~~ watched her drive away.

She did it because she wanted to ~~do it~~.

Use three dots ...

If you want to create pause for effect
His eyes stared wildly ... it was a tiger!

Hyphens can be used to avoid ambiguity

e.g. man eating shark versus man-eating shark

Vocabulary



subject
object

active voice
passive voice

synonym,
antonym

ellipsis
hyphen

colon
semi-colon