

St Anne's Agreed Grammar Overview Key Stages 1 and 2

	Word	Sentence and Text structure	Punctuation
Year One	<p>Understanding of how suffixes and prefixes change the meaning of words.</p> <p>Regular plural noun suffixes –s or –es</p> <p>Suffixes that can be added to verbs</p> <p>How the prefix –un changes the meaning of verbs and adjectives.</p>	<p>Writing simple sentences correctly.</p> <p>Beginning to use co-ordination (<i>or, and, but</i>) and use subordination (<i>when, if, that, because</i>).</p> <p>Sequencing sentences to form short narratives (<i>The reader knows what has happened in parts of my story</i>).</p> <p>Adjectives</p>	<p>Separating words with spaces.</p> <p>Starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using capital letters for names and the personal pronoun 'I'.</p>
Year Two	<p>Understanding of how prefixes and suffixes change the meaning of words.</p> <p>Formation of nouns using suffixes such as –ness, –er.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>Use of suffixes –er and –est to form comparisons of adjectives and adverbs.</p>	<p>Understanding the terminology 'main clause' and 'phrase' (<i>Being able to relate their understanding to the presence of verbs</i>).</p> <p>Linking ideas within a sentence, using co-ordination or subordination.</p> <p>Beginning to understand that when they are using a co-ordinating conjunction, they are joining two main clauses to create a compound sentence.</p> <p>Expanded noun phrases for description and specification (<i>e.g. the blue butterfly</i>).</p> <p>Writing sentences with different forms: statement, question, exclamation and command.</p> <p>Correct choice and consistent use of</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms of spelling.</p>

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		<p>present tense and past tense throughout writing. <i>Use of the continuous form of verbs in the present and past tense to mark actions in progress</i> (e.g. <i>she is drumming</i>).</p> <p>Adjectives and adverbs.</p>	
Year Three	<p>Understanding of how suffixes and prefixes change the meaning of words.</p> <p>Formation of nouns using arrange of prefixes, such as <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 vowel.</p>	<p>Understanding what a co-ordinating conjunction is and using them correctly in compound sentences.</p> <p>Using subordinating conjunctions to extend ideas – when, if, that, because.</p> <p>Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in, because of</i>).</p> <p>Introduction to paragraphs as a way to group related material. <i>Understanding when and why to start a new paragraph.</i></p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said</i>).</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms of spelling.</p> <p>Introduction to inverted commas to punctuate direct speech.</p>

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<p>Year Four</p>	<p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <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>Using co-ordinating conjunctions correctly in compound sentences and subordinating conjunctions correctly in complex sentences.</p> <p>Children understand the difference between a main clause, a subordinate clause and a phrase.</p> <p>Using subordinate clauses during the beginning or end of their complex sentences to extend their ideas.</p> <p>Writing simple, compound and complex sentences correctly.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Uses of paragraphs to organise ideas around a theme. Understanding when to start a new paragraph and the reasons for this.</p> <p>Use fronted adverbials. <i>An adverbial is a word or phrase which gives you more information about the verb as adverbs</i></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list and use of commas after fronted adverbials.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Use of inverted commas to punctuate direct speech (<i>Children should also: start a new paragraph whenever the speaker changes, only include the actual words the speaker says and put a punctuation mark inside the closing inverted comma</i>).</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>).</p>
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		<p>often do, but which is not necessarily an adverb. Fronted adverbials are usually followed by a comma e.g. <i>Later that day, I heard the bad news.</i></p>	
Year Five	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-).</p>	<p>Writing a variety of simple, compound and complex sentences correctly, using the correct punctuation.</p> <p>Children are secure with terminology: coordinating conjunctions for compound sentences and subordinating conjunctions for complex sentences.</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will must) or adverbs (e.g. perhaps, surely).</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <ul style="list-style-type: none"> • <i>John, a 7-year old cat from Doncaster, hid in the engine area of his owner's car for a 60mile trip to the seaside.</i> • <i>On a happier note, her latest song – Wind Me Up Baby – is, according to those in the know, expected to enter the charts in the top 5.</i> • <i>At midnight last night, Skip (a guard dog for Bonds Ltd in Bury) hospitalised two burglars before returning to eat the steaks they had thrown to him.</i> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list</p>

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<p>Year Six</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> verses <i>reported, alleged, or claimed</i> in formal speech or writing).</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> verses <i>The window in the greenhouse was broken</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing - such as the use of question tags (e.g. <i>He's your friend, isn't he?</i>), or the use of subjunctive in some very formal writing and speech.</p> <p>Layout devices such as headings, sub-headings, columns, bullets or tables to structure text.</p> <p>Writing a variety of simple, compound and complex sentences correctly, using the correct punctuation.</p> <p>Children are secure with terminology: co-ordinating conjunctions for compound sentences, subordinating conjunctions for complex sentences and relative pronouns for complex sentences.</p> <p>When writing complex sentences children can punctuate the subordinate clause correctly, dependent on the position of this clause in the sentence.</p>	<p>and commas after fronted adverbials.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>).</p> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list and commas after fronted adverbials.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>).</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> verses <i>man-eating shark, or recover</i> verses <i>re-cover</i>).</p>
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