



Whole School Gramma Overview

Year 1 Grammar Coverage

|  |   |  |   |  |   |
|--|---|--|---|--|---|
| Write a simple sentence starting with a noun/proper noun | To orally use simple co-ordinating conjunctions:<br><i>and, but</i>   | Use capital letters for proper nouns (people and places) | Regular plurals where you only add an “-s” or “-es”   | Orally devise alliteration:<br><i>a cool cat</i><br><i>a sneaky snake</i>                | Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives:<br><i>fast – faster – fastest</i> |
| Write a simple sentence starting with a personal pronoun | Write a compound sentence using the coordinating conjunction<br>“and” | Use a capital letter for “I”                             | Suffixes of verbs, adding<br>“-ed” or “-ing”  | Prepositions:<br><i>up, down, in, into, out, to, onto, under, inside, outside, above</i> | Choose a specific noun: “Alsatian” rather than “dog”  |
| Finish the sentence with a full stop                     | Use connectives of sequence:<br><i>first, second, then</i>            | Start sentences with a capital letter                    | Use the prefix of “un-” to create antonyms:<br><i>happy – unhappy</i><br><i>kind – unkind</i> | Similes:<br><i>as big as an elephant</i>   | Use noun phrases: adjective + noun  |
| Use a regular simple-past-tense verb in a sentence:      | Subject-verb agreement with “I” and “he/she” with                     | Use capital letters for days of the week                 | Use determiners:  | Use question marks   | Use exclamation marks   |



|   |  |  |  |  |   |
|---|--|--|--|--|---|
| <i>He walked to school.</i>   | <p>“to do”, “to be” and “to have”:</p> <p><i>I/you/we <u>have</u></i><br/><i>he/she <u>has</u></i></p> <p><i>I/you/we <u>do</u></i><br/><i>he/she <u>does</u></i></p> <p><i>I <u>am</u></i><br/><i>you/we <u>are</u></i><br/><i>he/she <u>is</u></i></p> |  | <i>the, a, an, my your, his, her</i>   |  |   |
| First person (I and we), second person (you) and third person (he, she)   | Write a sentence that includes an adjective  | Separate words with spaces   | Adverbs of manner (how) to describe a verb, ending in “-ly”                              |  |   |
| <b>Year 2 Grammar coverage</b>  |  |  |  |  |   |
| <p>Suffixes – adding “-ness” and “-er” to form a noun:<br/><i>kind – kindness</i></p> <p><i>teach – teacher</i></p> | <p>Adding “-ly” to an adjective to make an adverb:<br/><br/><i>quick – quickly</i></p>   | <p>Ask a question and use a question mark</p>                                | <p>Form simple past tense by adding “-ed”:<br/><br/><i>He played at school.</i></p>      | <p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p> | <p>Similes using “like”:<br/><br/><i>...like hot chillies...</i><br/><br/><i>...cold like a glacier</i></p> |
| <p>Compound nouns:<br/>noun + noun (<i>football</i>)</p> <p>adjective + noun</p>                                    | <p>Coordinating conjunctions to create a compound sentence:</p>  | <p>Command, using the imperative form of a verb:<br/><br/><i>give...</i></p> | <p>Use past continuous (progressive) tense<br/><br/><i>He was playing at school.</i></p> | <p>Temporal connectives:<br/><br/><i>next, last, an hour later</i></p>   | <p>Use the prepositional phrases:</p>   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| (whiteboard)   | <p><i>or</i></p> <p><i>and</i></p> <p><i>but</i></p>  | <i>take...</i>  |   |   | <p><i>behind, above, along,</i><br/><i>before, between, after</i></p>   |
| <p>Suffixes –<br/>formation of adjectives<br/>by adding “-ful”:<br/><br/><i>care – careful</i></p>   | <p>Subordinate conjunctions<br/>to create a complex<br/>sentence:</p> <p><i>when</i></p> <p><i>if</i></p> <p><i>that</i></p> <p><i>because</i></p>  | <p>Write a sentence that ends<br/>with an exclamation mark</p>  | <p>Using commas to separate<br/>lists:<br/><br/><i>He had a bag, ball and<br/>carpet.</i></p> | <p>Use first, second and third<br/>person with subject-verb<br/>agreement</p> | <p>Using<br/>determiners/generalisers:</p> <p><i>most</i></p> <p><i>some</i></p> <p><i>all</i></p> <p><i>many</i></p> <p><i>much</i></p> <p><i>more</i></p> |
| <p>Suffixes –<br/>formation of adjectives<br/>by adding “-less”:<br/><br/><i>help – helpless</i></p> | <p>Write expanded noun<br/>phrases:</p> <p>determiner + adjective +<br/>noun (<i>the red balloon</i>)</p> <p>determiner + noun +<br/>prepositional phrase<br/><br/>(<i>the cat in the basket</i>)</p> | <p>Use simple present tense,<br/>showing subject-verb<br/>agreement:</p> <p><b>Infinitive (add “s” to the<br/>third person)</b></p> <p><i>I like</i></p> <p><i>he/she likes</i></p> <p><i>we like</i></p> <p><i>they like</i></p> | <p>Apostrophes of omission:</p> <p><i>he didn’t</i></p> <p><i>he couldn’t</i></p>             | <p>Onomatopoeia</p>   |   |



|   |   |  |   |  |   |
|---|---|--|---|--|---|
|   |   | <i>you like</i>  |   |  |   |
| <p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”:</p> <p><i>big – bigger – biggest</i></p> | <p>Write a statement that starts with a capital letter and finishes with a full stop</p>                                | <p>Use present continuous tense:</p> <p><b>“to be” + “-ing”</b></p> <p><i>I am playing</i></p> <p><i>he/she is playing</i></p> <p><i>they are playing</i></p>  | <p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>                                     | <p>Alliteration (verb + noun):</p> <p><i>dancing dandelions</i></p> <p><i>hiding hyenas</i></p>  |   |
| <b>Year 3 Grammar coverage</b>  |   |  |   |  |   |
| <p>Formation of nouns using <b>prefixes:</b></p> <p><i>auto-</i></p> <p><i>anti-</i></p> <p><i>super-</i></p> <p><i>under-</i></p>                              | <p>Expressing time, place and cause, using</p> <p><b>prepositions:</b> <i>before, after, during, in, because of</i></p> | <p><b>Exaggerated language:</b></p> <p><i>unbelievable, glorious, etc.</i></p>   | <p>To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”</p>   | <p><b>Pronouns –</b></p> <p>To know the difference between the subject and object with the personal pronoun</p>                                  | <p><b>Pronouns –</b></p> <p>Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p> |
| <p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>  | <p><b>Verbs –</b></p> <p>Present perfect:</p> <p><b>“has/have” + past participle</b></p>                                | <p>Specific/technical vocabulary to add detail:</p> <p><i>Siamese cats are a <b>variety</b> that can live to a great age.</i></p> <p><i>The <b>species</b> has many unusual <b>features</b> for a <b>feline</b>.</i></p> | <p>To make the <b>plural</b> for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> | <p><b>Quantifiers:</b></p> <p><i>enough, less, fewer, lots of, none of, both, each, every,</i></p> <p><i>a few, neither, either, several</i></p> | <p><b>Verbs –</b></p> <p>Use irregular simple past-tense verbs</p> <p><i>awake – awoke</i></p>      |



|  |   |  |   |   |   |
|--|---|--|---|---|---|
|  | <p><i>She has gone to the shops.</i><br/>instead of<br/><i>She went to the shops.</i></p>                           |  | <p>Noun plurals with a double vowel, ending in "f", just add "s" to make the plural:<br/><i>chief – chiefs</i></p>  |   | <p><i>blow – blew</i></p>   |
| <p><b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p> | <p><b>Powerful verbs:</b><br/>Synonyms for verbs such as "said" or "go" to create more powerful verbs</p>           | <p><b>Inverted commas:</b><br/>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> | <p><b>Compound sentences</b> with co-ordinating conjunctions:</p> <p><i>and</i></p> <p><i>but</i></p> <p><i>or</i></p> <p><i>so</i></p> <p><i>for</i></p> <p><i>nor</i></p> <p><i>yet</i></p> | <p>The difference between a phrase and a clause</p>                                   | <p><b>Verbs –</b><br/>Past perfect:<br/><b>"had" + past participle</b></p>          |
| <p>Expressing time, place and cause using <b>conjunctions:</b> <i>when, before, after, while, so, because</i></p>                                | <p><b>Prepositions:</b><br/><i>next to, by the side of, in front of, during, though, throughout, because of</i></p> | <p>Word families based on common words:<br/><i>fear, feared, fearful, fears, fearfully</i></p>   | <p><b>Complex sentences</b> using subordinate conjunctions:</p> <p><i>until</i></p> <p><i>although</i></p> <p><i>even if</i></p>  | <p>Pattern of three for <b>persuasion:</b><br/><i>Fun. Exciting. Adventerous!</i></p> | <p>Homophones and their meanings:<br/><i>bear – bare</i><br/><i>pear – pair</i></p> |



|  |  |  |   |   |  |
|--|--|--|---|---|--|
| Expressing time, place and cause using<br><b>adverbs:</b> <i>then, next, soon</i>                                  | Identifying all the word classes of a simple sentence  | Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”            | Know that pronouns, nouns and proper nouns can all be the subject of a sentence   |   |  |
| <b>Year 4 Grammar coverage</b>   |  |  |   |   |  |
| <b>Possessive apostrophes</b> for regular singular and plural nouns  | Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition        | <b>Prepositions:</b><br><i>at, underneath, since, towards, beneath, beyond</i>                                 | <b>Compound nouns</b> using hyphens   | <b>Repetition to persuade:</b><br><i>Fun for now, fun for life</i>  |  |
| <b>Informal and formal language</b>  | <b>Possessive pronouns:</b><br><i>yours, mine, theirs</i><br><i>ours, hers, his, its</i>           | <b>Plurals</b> for nouns ending with a “y”: change the “y” to an “i” and add “-es”<br><br><i>baby – babies</i> | <b>Starting a sentence with “-ing”</b> , using a comma to demarcate the subordinate clause:<br><br><i>Flying through the air, Harry crashed into a hidden tree.</i> | <b>Drop-in clause with an “-ing” verb:</b><br><br><i>Tom, smiling secretly, hid the magic potion book.</i><br><br>Place a comma on either side of the subordinate clause. |  |
| <b>Expanded noun phrases:</b><br><br><i>Changing The teacher to The strict English teacher with the grey beard</i> | <b>Specific determiners:</b><br><i>their, whose, this, that,</i><br><br><i>these, those, which</i> | <b>Verbs</b> ending in “y”: change the “y” to an “i” and add “-es”<br><br><i>carry – carries</i>               | <b>Comparative and superlative adjectives:</b><br><br>Change the “y” to an “i” and add either “-er” or “-est”<br><br><i>happy – happier – happiest</i>              | A sentence that gives three actions:<br><br><i>Tom slammed the door, threw his books on the</i>   |  |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  |   |   | <i>floor and slumped to the ground.</i>                                       |
| <p><b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”</p>   | <p><b>Verbs –</b><br/>Past perfect continuous:<br/><b>“had” + past participle + “-ing”</b></p>               | <p>Know the difference between a preposition and an adverb</p>          | <p>Capital letters for <b>proper nouns</b>:<br/>names, places, days of the week, months, titles and languages</p> | <p><b>Prefixes</b> to give the antonym:<br/>“im-”, “in-”, “ir-”, “il-”</p>    |
| <p><b>Plural nouns</b> of words ending in “o”:<br/><br/>Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”</p>   | <p><b>Powerful verbs</b><br/><br/>Find synonyms of words to up-level sentences and give a greater effect</p> | <p><b>Verbs –</b><br/><br/>Modal verbs: <i>could, should, would</i></p> | <p><b>Compound sentences</b> using all the co-ordinating conjunctions</p>   | <p><b>Adjectives</b> ending in “-ed”:<br/><i>frightened, scared, etc.</i></p> |
| <p><b>Using inverted commas</b> where the speech is preceded by the speaker:<br/><br/><i>Mary yelled, “Sit down!”</i></p> <p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> |  |   |   |   |
| <p><b>Year 5 Grammar coverage</b></p>  |  |   |   |   |

|  |   |   |  |   |  |
|--|---|---|--|---|--|
| <p><b>Suffixes:</b><br/>converting nouns or adjectives into verbs using<br/>“-ate”, “-ise” or “-ify”</p> | <p><b>Brackets for parenthesis</b></p>          | <p>Developing technical language</p>  | <p><b>Editing</b> sentences by either expanding or reducing for meaning and effect</p>   | <p>Moving parts of sentences around to create different effects</p> | <p><b>Metaphors</b></p>                        |
| <p><b>Verb prefixes:</b><br/>“dis-”, “de-”, “mis-”, “over-” and “re-”</p>                                | <p><b>Dashes for parenthesis</b></p>            | <p>Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause</p>   | <p><b>Drop-in “-ed” clauses:</b><br/><i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>                               | <p><b>Future tense verbs</b></p>                                    | <p><b>Rhetorical questions</b></p>             |
| <p>Indicating degrees of possibility using <b>modal verbs:</b><br/><i>might, should, will, must</i></p>  | <p><b>Commas for parenthesis</b></p>            | <p><b>Connectives</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul> | <p><b>Indefinite pronouns:</b><br/><i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p> | <p><b>Onomatopoeia</b></p>  | <p><b>Personification</b></p>                  |
| <p>Indicating degrees of possibility using <b>adverbs:</b><br/><i>perhaps, surely</i></p>                | <p><b>Relative pronouns:</b><br/><i>who</i></p> | <p><b>Start a sentence</b> with an expanded</p>   | <p>Linking ideas across paragraphs using <b>adverbials</b></p>   | <p><b>Colons</b> for play scripts and to start a list</p>           | <p>Secure use of <b>compound sentences</b></p> |





|  |   |  |   |  |                    |
|--|---|--|---|--|--------------------|
|  | <i>which</i><br><br><i>that</i><br><br><i>whom</i><br><br><i>whose</i>  | “-ed” clause:<br><br><i>Frightened of the dark,<br/>           Tom hid under the bed all<br/>           night.</i>   | of time ( <i>later</i> ), place ( <i>nearby</i> )<br>and sequence ( <i>secondly</i> ) |  |                    |
| Embellishing simple sentences  | <b>Relative clauses</b> to<br>add detail beginning<br>with “who”, “which”,<br>“where”, “when”,<br>“whose”, “that”, or an<br>omitted relative<br>pronoun   | Developing <b>fronted<br/>           prepositional phrases</b> for<br>greater effect:<br><br><i>Throughout the stormy<br/>           winter...</i><br><br><i>Far beneath the frozen<br/>           soil...</i> | Speech in inverted commas   |  |                    |
| <b>Year 6 Grammar coverage</b>   |   |  |   |  |                    |
| <b>Informal and formal<br/>           speech:</b><br><br><i>find out / discover</i><br><br><i>ask for / request</i><br><br><i>go in / enter</i><br><br>Using question tags for<br>informality: | Use <b>inverted commas</b><br>accurately with<br>punctuation; start a new<br>line for each new speaker<br>and place who says what<br>at the beginning and at the<br>end of the inverted<br>commas | <b>Dashes</b> to mark the<br>boundary between clauses:<br><br><i>It’s raining – I’m fed up</i>   | <b>Semicolons</b> to demarcate<br>within a list                                       | <b>Simple sentences and<br/>           how to embellish them</b> | <b>Modal verbs</b> |

|   |  |  |                     |   |  |
|---|--|--|---------------------|---|--|
| <p><i>He's in your class, isn't he?</i></p> <p>Use the subjunctive for formal writing:<br/><i>If I <u>were</u> you...</i></p>   |  |  |                     |   |  |
| <b>Abstract nouns</b>   | <b>Repetition for effect:</b><br>persuasion, suspense, emphasis  | <b>Colon and bullet points</b> for a list  | <b>Alliteration</b> | Consolidating <b>compound sentences</b> and coordinating conjunctions | <b>Auxiliary verbs</b>                   |
| <p><b>Synonyms:</b></p> <p>Realising that when you find a synonym, the word means something slightly different, eg,<br/>"big" and "grand".<br/>"Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p> | <p><b>Connectives</b> to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> <li>- order of sequence</li> <li>- time connectives</li> <li>- additional ideas</li> <li>- space and place</li> <li>- contrasting</li> <li>- exemplification</li> <li>- results</li> <li>- to summarise</li> </ul> | <p><b>Hyphens for compound words</b> to avoid ambiguity:</p> <p><i>man eating shark</i></p> <p>or</p> <p><i>man-eating shark</i></p> | <b>Similes</b>      | <b>Complex sentences</b> and subordinate conjunctions                 | <b>Tense (past, present and future)</b>  |
| <b>Antonyms:</b><br>using prefixes  | <b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs  | Identify the <b>subject and object</b> of the sentence   | <b>Metaphors</b>    | Combining <b>complex and compound clauses</b> to create a sentence    | <b>Pronouns: relative and possessive</b> |



|  |  |  |                                  |  |  |
|--|--|--|----------------------------------|--|--|
| <p><b>Collective nouns</b></p>   | <p><b>Colons</b> to mark the boundary between clauses:<br/><i>It's sunny: I'm going out to play.</i></p> | <p><b>Ellipses</b> to create suspense and to show missing words in a quote</p> | <p><b>Personification</b></p>    | <p><b>Rhetorical questions</b></p>   | <p><b>Relative clauses</b></p>             |
| <p>The difference between <b>passive and active</b> sentence and when to use the passive</p> | <p><b>Semicolons</b> to mark the boundary between clauses:<br/><i>It's raining; I'm fed up</i></p>       | <p><b>Antonyms</b> to create different effects in sentences</p>                | <p><b>Fronted adverbials</b></p> | <p>Expanded <b>noun phrases</b>:<br/><i>The witch, who crashed her broom, is over there, feeling dazed.</i></p> <p>A whole sentence can be a noun phrase</p> | <p><b>Determiners and generalisers</b></p> |
| <p><b>Imperative verb</b></p>  |  |  |                                  |  |  |