

ENGLISH: GRAMMAR OVERVIEW



This detail has been taken from the Appendix 2 of the English National Curriculum Programme of Study for KS1 and KS2 and identified as the key Grammar learning required for children to develop their sentence structure as they move through school. The full document can be viewed [here](#). The document outlines the new content that should be introduced in each year group, but also requires previous learning to be revisited and consolidated. The word level work will be addressed through our spelling work.

Year 1

Year 1: Detail of content to be introduced (statutory requirement)		
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Ensure children understand that a sentence is a unit of meaning. Ensure children understand that they need to use 'and' or a full stop when two clauses (parts) are together. E.g. <i>The boy was happy and he played on the slide.</i> <i>The boy was happy he played on the slide.</i>
Text	Sequencing sentences to form short narratives	
Punctuation	Separation of words with spaces Use capital letter and full stops with consistency to demarcate sentences Capital letters for names and for the personal pronoun I	
Terminology for pupils	letter, capital letter, word, singular, plural punctuation, full stop, question mark, exclamation mark	

Year 2: Detail of content to be introduced (statutory requirement)		
Sentence	Use conjunctions of co-ordination (using or, and, but) within a sentence to join two ideas Use conjunctions of subordination (using when, if, that, because) within a sentence Use conjunctions of subordination (using when, if, because) to start a sentence	E.g. I will play outside or I will read my book. E.g. I went to play when I got home. E.g. When I got home, I went to play.
Text	Correct choice and consistent use of present tense and past tense throughout writing (ensure each form is taught explicitly)	
Punctuation	Use of capital letters, full stops, question marks and exclamation marks with consistency to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	
Terminology for pupils	noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	

Year 3: Detail of content to be introduced (statutory requirement)		
Sentence	Use conjunctions [when, before, after, while, so, because] to express time, place and cause Use adverbs [then, next, soon, therefore], to express time, place and cause Use prepositions [before, after, during, in, because of] to express time, place and cause	Ensure each conjunction is taught explicitly and children have time to practice these orally and in written sentences.
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	
Punctuation	Introduction to inverted commas to punctuate direct speech	
Terminology for pupils	preposition, conjunction, prefix clause, subordinate clause, direct speech consonant, vowel inverted commas (or 'speech marks')	

Year 4: Detail of content to be introduced (statutory requirement)		
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	E.g. the teacher expanded to: the strict maths teacher with curly hair E.g. <u>Later that day</u> , I heard the bad news (always teach with the comma after the adverbial)
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Punctuation	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials	E.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" E.g. the girl's name, the girls' names
Terminology for pupils	determiner pronoun, possessive pronoun, adverbial	

Year 5: Detail of content to be introduced (statutory requirement)		
Sentence	Relative clauses beginning with who, which, where, when, whose Verb openers using ‘_ing’ verbs Verb openers using ‘_ed’ verbs Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	E.g. The girl, who arrived early, was waiting in car. (always teach with the commas attached to the relative clause) E.g. Closing the door, I turned to face my friends. E.g. Shocked at the sight of the mess, my mouth dropped open.
Text	Devices to build cohesion within a paragraph [then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [later], place [for example, nearby] and number [secondly] or tense choices [he had seen her before]	
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	
Terminology for pupils	modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity	

Year 6: Detail of content to be introduced (statutory requirement)		
Sentence	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing	E.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) E.g. the use of question tags: He's your friend, isn't he?
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]	
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
Terminology for pupils	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	