

Progression through grammatical terms/word classes

<p>Nouns and adjectives</p>	<p>Nouns (Year 2):</p> <ul style="list-style-type: none"> Common nouns, e.g. <i>table, cat, mountain.</i> Proper nouns, e.g. <i>July, Monday, Luke, Burnley.</i> possessive apostrophe with singular nouns (e.g. <i>the girl's books</i>) and plural nouns (e.g. <i>the girls' books</i>). 	<p>Adjectives (Year 2) Select, generate and effectively use adjectives.</p>	<p>Noun Phrases (year 2) Adding adjectives to create noun phrases e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</p>	<p>Noun Phrases (Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair.</i></p>	<p>Noun Phrases (Year 5) Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i></p>		
<p>Verbs</p>	<p>Verbs (Year 2)</p> <ul style="list-style-type: none"> Verbs as 'doing' or 'action' words; Verbs as 'being' words, e.g. <i>am, was, were.</i> Tense consistency 	<p>Progressive form of verbs (Year 2) in the present and past tense to mark actions in progress, e.g. <i>she <u>is</u> drumming;</i> <i>he <u>was</u> shouting</i></p>	<p>Present perfect form of verbs (Year 3) instead of the simple past, e.g. <i>He has gone out to play</i> (present perfect) contrasted with <i>He went out to play</i> (simple past).</p>	<p>Modal verbs (Year 5) to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p>	<p>Past perfect and future perfect form of verbs (Year 6) e.g. <i>He <u>had gone</u> out to play</i> (past perfect) <i>He <u>will have gone</u> out to play</i> (future perfect)</p>	<p>Passive and active (Year 6) e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></p>	<p>Subjunctive verb forms (Year 6)</p> <ul style="list-style-type: none"> The hypothetical subjunctive ('if', 'wish') The mandatory (bossy) subjunctive
<p>Adverbs and adverbials</p>	<p>Adverbs (Year 2)</p> <ul style="list-style-type: none"> Simple adverbs – ly Use suffix ly to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> 	<p>Adverbs (Year 3)</p> <ul style="list-style-type: none"> Expressing time, place and cause using adverbs, e.g. <i>then, next, suddenly, silently, eventually. soon, therefore</i> Expressing number or frequency using adverbs, e.g. <i>never, seldom, once, regularly.</i> 	<p>Adverbials (Year 4) Expressing time, place and cause using:</p> <ul style="list-style-type: none"> adverbial phrases, e.g. <i>the elf crept out from behind the Christmas tree.</i> Adverbial clauses, e.g. Dan crept through the door <u>as the church bells rang.</u> 	<p>Fronted Adverbials (Year 4)</p> <ul style="list-style-type: none"> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> 	<p>Adverbs (Year 5) Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p>	<p>Adverbials to build cohesion between paragraphs (Year 6):</p> <ul style="list-style-type: none"> In discursive and persuasive texts, e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> In narrative, e.g. <i>in the meantime, meanwhile, in due course, until then</i> 	

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Conjunctions	Coordinating conjunctions (Year 1) <ul style="list-style-type: none"> • <i>and</i> • <i>so</i> • <i>but</i> • <i>or</i> 	Subordinating conjunctions (Year 2 and Year 3) , e.g. <i>if, when, although, because, while, as, after, before, until, since</i>	
Pronouns	Pronouns (Year 4) : Appropriate choice of pronoun or noun to aid cohesion and avoid repetition	Relative pronouns (Year 5) : to create sentences with relative clauses, e.g. <i>The thief broke into the house <u>which</u> stood on the top of the hill. Sam, <u>who</u> had remembered his wellies, was first to jump in the river.</i>	Relative pronouns (Year 5) : to create sentences where the relative pronoun is omitted, e.g . <i>Tina, standing at the bus stop, pondered the day ahead.</i>
Prepositions	Prepositions (Year 3) : Relating to place and position, e.g. <i>under, beneath, above, beyond, below</i>		Prepositions (Year 3): expressing time, place and cause using prepositions e.g. before, after, during, in, because of
Determiners	Determiners (Year 3) : Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i>		Determiners (Year 4) : Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives : <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i>