

Hollywell Primary School - Curriculum Overview – Grammar

2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Terminology
Year R	<p>Know and use the term word.</p> <p>Know and use the term letter.</p> <p>.</p>	<p>Know and use the term sentence.</p> <p>Begin to recognise how words can combine to make simple sentences.</p>	<p>Begin to use capital letters to start a sentence.</p> <p>Begin to separate words with finger spaces.</p> <p>Attempt writing for a variety of purposes.</p>	<p>Begin to show an awareness of full stops when reading and begin to use them to demarcate sentences in writing (children know to pause for breath when reading sentences ending in full stops).</p>	<p>Begin to recognise question marks and exclamation marks used to demarcate sentences (know that an exclamation mark can be used to show shouting, anger, surprise – when reading initially).</p>	<p>Begin to recognise question marks and exclamation marks used to demarcate sentences (know that an exclamation mark can be used to show shouting, anger, surprise – when reading initially).</p>	<p>Letter/ capital letter</p> <p>Word</p> <p>Sentence</p> <p>Full stop</p> <p>Question mark</p> <p>Exclamation mark</p>
Year 1	<p>Capital letters for names and for the personal pronoun I.</p> <p>Joining words and clauses using 'and'</p> <p>Separation of words with spaces.</p> <p>Show an awareness of full stops and begin to use them to demarcate sentences in writing.</p>	<p>Know and use the term adjective for describing words.</p> <p>Know and use the term noun.</p> <p>Know and use the term verb.</p> <p>Use the pronouns I, he, she to avoid repeating names.</p>	<p>Joining words and clauses using co-ordinating conjunctions and, but, or, so to make compound sentences.</p> <p>Know the term plural means 'more than one' and that sometimes plural nouns can have different endings.</p>	<p>Begin to use question marks and exclamation marks to demarcate sentences.</p> <p>Use of precise information.</p> <p>First, switch on... Next, wait until...</p>	<p>Correct use of determiners in writing (the, a, an, my, your, this, that, his, her, their, some, all, lots of, many, more, those, these).</p> <p>Introduction to noun phrases (adding an adjective to describe the noun).</p>	<p>Use words to describe actions (adverbs) in writing.</p> <p>Introduction to speech bubbles.</p>	<p><i>Consolidate previous terminology.</i></p> <p>Letter</p> <p>Capital letter/ upper and lower case</p> <p>Consonant</p> <p>Vowel</p> <p>Word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Noun</p> <p>Verb</p>

							<p>Adjective Apostrophe Contraction Conjunction Past tense Present tense</p>
<p>Year 2</p>	<p>Know and use the term 'verb', identifying it in a sentence.</p> <p>Demarcate sentences using capital letters and full stops accurately.</p> <p>Use conjunctions of time (when, after, before, while).</p>	<p>Use expanded noun phrases which modify the noun to describe and specify.</p> <p>Use question marks and exclamation marks accurately.</p> <p>Use a wider range of pronouns including our, it, mine.</p> <p>Use of co-ordinating conjunctions.</p> <p>Use the past and present tense correctly, including irregular forms (regular forms play/played – irregular terms – run/ ran/ go/ went/ am/ was)</p>	<p>Know and use the term 'common' and 'proper' nouns.</p> <p>Use more complex subordinating conjunctions (because, if, that, while, when), to join a main and subordinate clause.</p>	<p>Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/ information) E.g. the huge, majestic castle in the forest hasn't been lived in for years. -Snow fell gently and covered the cottage in the wood.</p> <p>Begin to identify adverbial phrases which modifies and makes verbs more specific.</p>	<p>Spot use of who/ which to add additional information to a noun (using a relative clause). e.g. the witch, who lived in the cottage, was evil.</p> <p>Introduce a wider variety of openers including /ly/ to start sentences.</p> <p>Use the past and present progressive tense forms correctly.</p>	<p>Use apostrophes for contraction and for possession.</p> <p>Experiment with speech punctuation (linked to speech bubbles).</p>	<p><i>Consolidate previous terminology.</i></p> <p>Noun, expanded noun phrase</p> <p>Common and proper nouns</p> <p>Compound word</p> <p>Suffix</p> <p>Adjective Adverb verb noun tense (past and present) apostrophe comma</p> <p>Speech marks/ inverted commas</p> <p>Adverb</p> <p>Heading/subheading (briefly touch on 'clause' in preparation for Y3)</p>

<p style="text-align: center;">Year 3</p>	<p>Continue to choose and use a wider range of subordinating conjunctions (when, after, if, although, until).</p> <p>Fronted adverbials (when, where and how)</p> <p>Use commas following fronted adverbials.</p> <p>Using precise nouns Recapping verbs, adjectives, nouns (including common and proper) Correct use of a and an.</p> <p>Use apostrophes for contraction and possession.</p> <p>Recognise and use adverbs/adverbials of time and manner. -Use adverbials of time (when) -Adverbs of manner (how)</p> <p>Use the term homophone and identify homophones.</p>	<p>Speech (using inverted commas)</p> <p>Adverbial clause (when, if, because, after, although, as, before, while) Understand that a pronoun replaces a noun or a noun phrase (subjective and objective) Focus on adjectives for sound and touch.</p> <p>Continue to choose and use a wider range of subordinating conjunctions (when, after, if, although, until).</p> <p>Formation of nouns using a range of prefixes -super,-anti,-auto</p> <p>Use the perfect present form. -He has gone out to play.</p>	<p>Linking adverbs (next, now, soon, then, however, meanwhile)</p> <p>Adverbials of direction and place</p> <p>Introduce different ways that the past tense can be created (-ed endings and irregular verbs)</p> <p>Introduce ellipses to keep the reader hanging on.</p> <p>Use and manipulate a greater variety of adverbials to open a sentence including</p> <ul style="list-style-type: none"> - Ly openers - -ing starters - Prepositions - Adverbial phrases showing where, when and how 	<p>Look at possessive apostrophes.</p> <p>Plural possession Introduce different ways that the present tense can be created (including using 'to have' to create the present perfect)</p> <p>The grammatical difference between plural and possessive 's'</p> <ul style="list-style-type: none"> - The cat's tail - The cats - It's/ its <p>Consolidate dropping in a relative clause to add detail. -Who, whom, which, whose, that. The man, who was cross, shouted.</p>	<p>Introduce different ways that the future tense can be created (using the auxiliary verb 'will')</p> <p>Prepositions (including: among, beneath, beside, beyond, by, during, for, like, throughout, until)</p> <p>Use complex sentences to express time, place, cause. -Time, place cause can be expressed using conjunctions (when, so, because, before, after, while) adverbials (the, next, soon, therefore) and prepositions (before, after, during, in, because of). e.g. Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen).</p>	<p>Consolidate previous learning.</p> <p>Bullet points for a list -Colon to begin a list.</p>	<p><i>Consolidate previous terminology.</i></p> <p>Preposition</p> <p>Conjunction</p> <p>word family prefix clause subordinate clause main clause direct speech consonant consonant letter vowel, vowel letter inverted commas</p> <p>Pronoun</p> <p>Noun (abstract)</p> <p>Adverbial (refer to determiner)</p>

<p>Year 4</p>	<p>Co-ordinating conjunctions</p> <p>Fronted adverbials (when, where and how). Use commas following fronted adverbials.</p> <p>Use inverted commas accurately to indicate speech including punctuation inside inverted commas.</p> <p>Recap all word classes Introduce that brands and titles are proper nouns.</p> <p>Introduce possessive pronouns.</p> <p>Teach use of appropriate nouns and pronouns to avoid ambiguity and repetition.</p> <p>Use the term suffix and identify groups of words with the same suffix. -Know how suffixes can be made into those that make a word plural, change its tense or are a derivative of the root word (teach/ teacher).</p>	<p>Adverbial clause (as soon as, by the time, even though, just as, so that, now that, unless)</p> <p>Linking adverbs (also, finally, besides, for example, in fact, similarly) Focus on adjectives of taste and smell Stacking adverbials</p> <p>Secure use of a variety of fronted adverbials</p> <p>Use the term homophone and identify homophones.</p> <p>Use commas to separate a subordinate clause from a main clause regardless of order. -Feeling tired and unwell, I sat down in the armchair. -I sat down in the armchair, feeling tired and unwell.</p>	<p>Understand that a determiner is a word that introduces a noun.</p> <p>Introduce possessive determiners.</p> <p>Using prepositional phrases after expanded noun phrases.</p> <p>Use subordinate clauses to create complex sentences. -Children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/ effective. -Children should be aware of why a clause is subordinate or main.</p> <p>Use apostrophes to mark singular and plural possession.</p>	<p>Non-finite clause (-ing) Placing auxiliary verbs before the subject to form questions</p> <p>Use subordinate clauses to create complex sentences.</p> <p>Use both direct and reported speech.</p> <p>Direct speech are exact words spoken and contain speech punctuation.</p> <p>-Reported speech summarises the words spoken and is often used to keep the text pacy</p>	<p>Relative clauses</p> <p>Focus on less confident word classes (consolidation)</p> <p>Using ellipsis effectively to show incompleteness.</p> <p>Use noun phrases, including those containing a preposition.</p>	<p>Common irregular verb forms.</p> <p>Use the term synonym and antonym correctly and identify less common synonyms and antonyms.</p>	<p><i>Consolidate previous terminology.</i></p> <p>Determiner Pronoun possessive pronoun adverbial phrase Ellipsis Synonym Antonym</p> <p>Homophone</p> <p>Reported speech</p>

Year
5

<p>Recap all word classes, including teaching different types of nouns (abstract, collective)</p> <p>Identify and use adverbs that indicate degree of possibility -Children should know that some adverbs indicate degrees of possibility (perhaps, maybe)</p> <p>Identify and use modal verbs (could, should, would). Verb prefixes -dis, de, mis, over, re.</p> <p>Devices to build cohesion across a text. -Then, after, that, this, firstly</p> <p>-Adverbs of time indicate when something happened (suddenly, tomorrow, later). -Adverbs of place indicate where something happened. -Adverbs of manner describe how something is done.</p> <p>Identify prepositions of time, place and cause.</p> <p>Use commas accurately to</p>	<p>Adverbial clause (as, until, whenever, wherever, in case, once, provided that, since, whereas).</p> <p>Use brackets and commas for parenthesis. -Parenthesis is when a phrase or word has been added to explain/ detail but isn't necessary for meaning e.g. The evil pirate (born in 1723) captured several ships.</p>	<p>Speech (introduce split speech across a sentence)</p> <p>Use ellipsis for effect (to indicate passing of time, thought or interrupted speech)</p> <p>Use a colon to begin a list.</p> <p>Manipulate the order of sentences ('ing' powerful openers, snapping its jaws, the shark lunged).</p> <p>'ed' powerful openers (Saddened by the loss of his dog, Jack walked home slowly).</p>	<p>Introduce that semi-colons can be used between co-ordinating sentences.</p> <p>Use relative clauses to create complex sentences, using commas to punctuate e.g. The old wizard, whose name was Gandalf, lifted his wand and pointed.</p> <p>Group verbs into those that are countable or non-countable. -Countable nouns are those preceded by a number (1 table, 2 tables). -Non-countable nouns cannot be preceded by a number (bread, air, ballet).</p>	<p>Linking adverbs (still, therefore, consequently, furthermore, instead, nonetheless, overall, subsequently).</p> <p>Know that adverbs can be grouped into those of time, place, manner and degree.</p>	<p>Use hyphens correctly to avoid ambiguity. -A hyphen can link two words together to create a compound word (an ice skate becomes to ice-skate). -A hyphen can change the meaning of a sentence (in the jungle there was a man eating tiger. In the jungle there was a man-eating tiger).</p>	<p><i>Consolidate previous terminology.</i></p> <p>Modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity Hyphens Colon</p> <p>Countable/ non countable verbs</p>
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	<p>separate phrases and clauses. -To separate main/subordinate clause/relative clause.</p> <p>Converting nouns or adjectives into verbs using suffixes. -ate, -ise, -ify.</p>						
<p>Year 6</p>	<p>Focus on areas of weakness raised by the NFER papers taken at the end of year 5.</p> <p>Use multiple clauses in sentences.</p> <p>Know and identify the different types of pronouns. -Personal, possessive, and relative</p> <p>Linking ideas using a wider range of cohesive devices. -On the other hand, in contrast, as a consequence.</p>	<p>Focus on areas of weakness raised by the teacher assessments.</p> <p>Use dashes to indicate parenthesis (use a dash instead of brackets or commas to indicate parenthesis specifically to make the additional information stand out).</p> <p>Use semi-colons to separate main clauses. A semi-colon can replace a conjunction which links two main clauses in a compound sentence but only if they are linked by subject.</p>	<p>Focus on areas of weakness raised by the teacher.</p> <p>Punctuation of bullet points to list information</p> <p>Use multiple clauses in sentences.</p> <p>Use the active and passive form for effect. -Active (subject before verb). The man walked to the shop.</p> <p>-Passive (verb comes before subject). The shop was walked to by the man.</p>	<p>Focus on key skills necessary for the upcoming SATs tests.</p> <p>Use colons to separate boundaries between main clauses.</p>	<p>SATs preparation and focus on key skills</p>	<p>Punctuation of bullet points to list information.</p>	<p><i>Consolidate previous terminology.</i></p> <p>Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Pronoun</p>

