

Asfordby Hill
Grammar
Knowledge and
Skills Progression

‘Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs.’ **Nelson Mandela**



Grammar Coverage - Year 1

Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions : <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: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “ and ”	Use a capital letter for “I”	Suffixes of verbs , adding “-ed” or “-ing”	Prepositions : <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 conjunctions of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of “un-” to create antonyms : <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: <i>I/you/we <u>have</u></i> <i>he/she <u>has</u></i> <i>I/you/we <u>do</u></i> <i>he/she <u>does</u></i> <i>I <u>am</u></i> <i>you/we <u>are</u></i> <i>he/she <u>is</u></i>	Use capital letters for days of the week	Use determiners : <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
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”		

Grammar Coverage - Year 2

<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chilies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Time conjunctions <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinating conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn’t</i> <i>he couldn’t</i></p>	<p>Onomatopoeia</p>	

<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <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: “to be” + “-ing” The present continuous verb tense indicates that an action or condition is happening now, frequently, and may continue into the future <i>I am playing</i> <i>he/she is playing</i> <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): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	
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Grammar Coverage – Year 3

<p>Formation of nouns using prefixes: <i>auto- anti- super- under-</i></p>	<p>Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i></p>	<p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p>	<p>To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”</p>	<p>Pronouns – To know the difference between the subject and object with the personal pronoun</p>	<p>Pronouns – 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>Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i></p>	<p>To make the plural for nouns with a single vowel, ending in “f” or “fe”, change the “f” or “fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i></p>	<p>Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p>	<p>Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i></p>
<p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p>Inverted commas: 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>Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i></p>	<p>The difference between a phrase and a clause</p>	<p>Verbs – Past perfect: “had” + past participle</p>
<p>Expressing time, place and cause using conjunctions: <i>when,</i></p>	<p>Prepositions: <i>next to, by the side of, in front of, during, though,</i></p>	<p>Word families based on common words: <i>fear, feared, fearful,</i></p>	<p>Complex sentences using subordinate conjunctions:</p>	<p>Pattern of three for persuasion: <i>Fun. Exciting.</i></p>	<p>Homophones and their meanings: <i>bear – bare</i></p>

<i>before, after, while, so, because</i>	<i>throughout, because of</i>	<i>fears, fearfully</i>	<i>until although even if</i>	<i>Adventerous!</i>	<i>pear – pair</i>
Expressing time, place and cause using adverbs : <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma 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		

Grammar Coverage – Year 4

<p>Possessive apostrophes for regular singular and plural nouns</p>	<p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p>	<p>Prepositions: <i>at, underneath, since, towards, beneath, beyond</i></p>	<p>Compound nouns using hyphens Runner-up, great-grandmother</p>	<p>Repetition to persuade: <i>Fun for now, fun for life</i></p>
<p>Informal and formal language</p>	<p>Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i></p>	<p>Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i></p>	<p>Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: Fronted adverbials <i>Flying through the air, Harry crashed into a hidden tree.</i></p>	<p>Drop-in clause with an “-ing” verb (embedded clause) Fronted adverbials <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.</p>
<p>Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>	<p>Specific determiners: <i>their, whose, this, that, these, those, which</i></p>	<p>Verbs ending in “y”: change the “y” to an “i” and add “-es” <i>carry – carries</i></p>	<p>Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i></p>	
<p>Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”</p>	<p>Verbs – Past perfect continuous: “had” + past participle + “-ing”</p>	<p>Know the difference between a preposition and an adverb</p>	<p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages</p>	<p>Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”</p>
<p>Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”</p>	<p>Powerful verbs Find synonyms of words to up-level sentences and give a greater effect</p>	<p>Verbs – Modal verbs: <i>could, should, would</i></p>	<p>Compound sentences using all the co-ordinating conjunctions</p>	<p>Adjectives ending in “-ed”: <i>frightened, scared, etc.</i></p>
<p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted</p>		<p>Selecting vocabulary and grammatical structures for effect</p>	<p>Punctuation- Using the full range of punctuation taught at year 4 correctly.</p>	<p>Expanding noun phrases by using prepositional phrases</p>
		Greater depth	Greater depth	Greater depth

commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.



Grammar Coverage – Year 5					
<p>Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”</p>	<p>Brackets for parenthesis</p>	<p>Developing technical language</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects Cohesion</p>	<p>Metaphors</p>
<p>Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”</p>	<p>Dashes for parenthesis</p>	<p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Drop-in “-ed” clauses: Fronted adverbials <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p>Future tense verbs (see present perfect and continuous)</p>	<p>Rhetorical questions</p>
<p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p>	<p>Commas for parenthesis</p>	<p>Conjunctions to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence 	<p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p>Onomatopoeia</p>	<p>Personification</p>
<p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p>	<p>Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i></p>	<p>Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p>Colons for play scripts and to start a list</p>	<p>Secure use of compound sentences</p>

<p>Embellishing simple sentences</p>	<p>Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun</p>	<p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p> <p>Past progressive/continuous The past continuous is used for a continuous action in the past, for example:</p> <p><i>I was working hard when the telephone interrupted me.</i> <i>Everyone was shouting.</i> <i>They were always arguing.</i></p> <p>Present continuous The present continuous tense is used to describe an action that is happening at the moment of speaking:</p> <p><i>I am leaving work.</i> We are walking in the snow.</p>	<p>Past perfect tense “had” + past participle. <i>He <u>had jumped</u> the fence to catch the burglar.</i> <i>She <u>had laughed</u> loudly at the joke.</i> <i>Tom <u>had walked</u> home last night.</i></p> <p>Past perfect continuous <i>Louise <u>had been walking</u> for miles until she twisted her ankle.</i> <i>David <u>had been playing</u> the piano for years before he was asked to play at The Royal Albert Hall in 2009.</i></p>	<p>Present perfect tense “has/have” + past participle. <i>He <u>has walked</u> through the Himalayas.</i> <i>They <u>have been helped</u> by the expert.</i> <i>The school <u>could have been opened</u> in September.</i></p> <p>Present Perfect Continuous has/have” + “been” + continuous.</p> <p>The present perfect continuous is used to show that something has been continuing up to the present: <i>It has been raining for hours.</i></p> <p><i>Elsie has been training for a marathon.</i> <i>I have been working on this essay for days.</i></p>
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Grammar Coverage – Year 6

<p>Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I were you...</i></p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas (Year 5 expected TAF)</p>	<p>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list (Year 5 expected TAF)</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs (Year 5 expected TAF)</p>
<p>Abstract nouns</p>	<p>Repetition for effect: persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	
<p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p>Conjunctions to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time conjunctions - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i> (Year 5 expected TAF)</p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future) (Year 5 expected TAF)</p>

<p>Antonyms: using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence (Year 5 expected TAF)</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>
<p>Collective nouns</p>	<p>Colons to mark the boundary between clauses: <i>It's sunny: I'm going out to play.</i></p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Personification</p>	<p>Rhetorical questions</p>	<p>Relative clauses</p>
<p>The difference between passive and active sentence and when to use the passive</p>	<p>Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i></p>	<p>Antonyms to create different effects in sentences</p>	<p>Fronted adverbials</p>	<p>Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> (Year 5 expected TAF)</p> <p>A whole sentence can be a noun phrase</p>	<p>Determiners and generalisers</p>
			<p>Past progressive /continuous The past continuous is used for a continuous action in the past, for example: <i>I was working hard when the telephone interrupted me.</i> <i>Everyone was shouting.</i> <i>They were always arguing.</i> Present progressive / continuous The present continuous tense is used to describe</p>	<p>Past perfect tense "had" + past participle. <i>He had jumped the fence to catch the burglar.</i> <i>She had laughed loudly at the joke.</i> <i>Tom had walked home last night.</i> Past progressive tense</p> <p>Past perfect continuous <i>Louise had been walking for miles until she twisted her ankle.</i> <i>David had been playing the piano for years before he was asked to play at The Royal Albert Hall in</i></p>	<p>Present Perfect Continuous has/have" + "been" + continuous. The present perfect continuous is used to show that something has been continuing up to the present: <i>It has been raining for hours.</i> <i>Elsie has been training for a marathon.</i> <i>I have been working on this essay for days</i></p>

			<p>an action that is happening at the moment of speaking:</p> <p><i>I am leaving work.</i> We are walking in the snow.</p>	<p>2009.</p>	
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