

## Kingsfleet Primary School – Scheme of Work for Grammar



This scheme of work meets the requirements for grammar set out in the English Appendix 2: Vocabulary, grammar and punctuation and programmes of study in the New Primary Curriculum as available at October 2013.

Items in bold are those statutorily required and reference when they should be first introduced. Content should be revisited in subsequent years as appropriate, to consolidate knowledge and build on understanding.

The meaning of subject vocabulary in italics can be found in the Glossary for the programmes of study for English. This terminology should be taught to the children so that they can recognise and use it through discussion and practice.

<b>EYFS</b>	
Word	Use a capital letter for the start of their own name. Write their own name.
Sentence	Know that words are ordered from left to right. Use a capital letter at the beginning of a sentence. Recognise and use a full stop at the end of a sentence.
Text	Expect written text to make sense.

Year 1	
Word	<p>Extend knowledge and understanding of pluralisation through</p> <ul style="list-style-type: none"><li>• recognising the use of singular and plural forms in speech and through shared writing</li><li>• <b>understand and use the terminology <i>plural noun suffixes</i></b></li><li>• <b>recognising regular <i>plural noun suffixes</i> –s or –es, including the effects of these suffixes on the meaning of the noun</b></li><li>• transforming sentences from singular to plural and vice versa, noting which words have to change and which do not</li><li>• noticing which nouns can be pluralized and which cannot, e.g. trousers, rain</li></ul> <p><b>Understand and use the terminology <i>suffixes</i> and <i>root words</i></b></p> <p>Investigate <i>morphology</i> by studying <b><i>suffixes</i> that can be added to verbs where no change is needed in the spelling of <i>root words</i> (e.g. helping, helped, helper)</b></p> <p><b>Understand and use the terminology <i>prefix</i></b></p> <p>Investigate <b>how the <i>prefix</i> un- changes the meaning of <i>verbs</i> and <i>adjectives</i></b> [negation, for example, <i>unkind</i>, or <i>undoing</i>: <i>untie the boat</i>]</p>

Sentence	<p><b>Understand and use the terminology <i>word</i> and <i>sentence</i>.</b></p> <p><b>Understand how <i>words</i> can combine to make <i>sentences</i></b></p> <p><b>Separate <i>words</i> with spaces</b></p> <p><b>Understand and use the terminology <i>clauses</i></b></p> <p><b>Practise joining <i>words</i> and joining <i>clauses</i> using <i>and</i></b></p> <p><b>Understand and use the terminology <i>pronoun</i></b></p> <p><b>Use capital letters for the personal <i>pronoun</i> "I", for names and for the first word in a sentence</b></p> <p><b>End a sentence with a full stop</b></p> <p><b>Use question marks appropriately to demarcate <i>sentences</i> that are questions</b></p> <p><b>Use exclamation marks as a firm stop when denoting strong emotion</b></p>
Text	<p><b>Sequence <i>sentences</i> to form short narratives</b></p> <p>Reread own writing and check whether it makes sense</p> <p>Expect reading to make sense and check if it does not</p> <p>Read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions</p> <p>Understand other common uses of capitalisation e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis</p>
Terminology for pupils	<p><b>letter, capital letter</b></p> <p><b>word, singular, plural</b></p> <p><b>sentence</b></p> <p><b>punctuation, full stop, question mark, exclamation mark</b></p>

Year 2	
Word	<p>Understand and use the terms <i>noun</i>, <i>adjective</i> and <i>verb</i> through</p> <ul style="list-style-type: none"> <li>• <b>formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</b></li> <li>• <b>formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></b></li> </ul> <p>Understand and use the term <i>adverb</i> through</p> <ul style="list-style-type: none"> <li>• <b>use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</b></li> </ul> <p>Understand and use the term <i>tense</i> in relation to verbs</p> <ul style="list-style-type: none"> <li>• know that tense refers to time</li> </ul>
Sentence	<p>Write in clear sentences using capital letters and full stops accurately.</p> <p>Use a greater variety of connectives to join 2 sentences through</p> <ul style="list-style-type: none"> <li>• <b>subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and</b></li> <li>• <b>co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</b></li> </ul> <p>Identify <b>how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p> <p>Turn statements into questions, learning a range of “wh” words, typically used to open questions: <i>what</i>, <i>where</i>, <i>when</i>, <i>who</i>, and to add question marks</p> <p>Use question marks and exclamation marks appropriately</p> <p>Use <b>expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</b></p>

Text	<p>Identify and use <b>correct choice and consistent use of present tense and past tense throughout writing</b></p> <p>Identify <b>use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</b></p>
Punctuation	<p>Identify and use <b>capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p>Identify and use <b>commas to separate items in a list</b></p> <p>Identify and use <b>apostrophes to mark where letters are missing in spelling</b> and Identify and use <b>apostrophes to mark singular possession in nouns [for example, <i>the girl's name</i>]</b> through</p> <ul style="list-style-type: none"> <li>• identifying possessive apostrophes in reading and to whom or what they refer</li> <li>• understanding the basic rules for apostrophising singular nouns, e.g. the man's hat</li> <li>• distinguishing between uses of the apostrophe for omission and possession</li> <li>• beginning to use the apostrophe appropriately in their own writing</li> </ul>
Terminology for pupils	<p><b>noun, noun phrase</b></p> <p><b>statement, question, exclamation, command</b></p> <p><b>compound, suffix</b></p> <p><b>adjective, adverb, verb</b></p> <p><b>tense (past, present)</b></p> <p><b>apostrophe, comma</b></p>

Year 3	
Word	<p>Use the term <i>adjective</i> appropriately</p> <p>Use the term <i>speech marks</i></p> <p>Understand and use the term <i>adverb</i></p> <p>To use the term <i>preposition</i> appropriately</p> <p>Identify <b>formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</b></p> <p>Identify and <b>use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</b></p> <p>Identify <b>word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</b></p>
Sentence	<p>Understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> <li>identifying adjectives in shared reading</li> <li>discussing and defining what they have in common i.e. words which qualify nouns (expanded noun phrase)</li> <li>experimenting with deleting and substituting adjectives and noting the effects on meaning</li> <li>collecting and classifying adjectives, e.g. for colours, sizes, moods</li> </ul> <p><b>Expressing time, place and cause using</b></p> <ul style="list-style-type: none"> <li><b>conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>]</b></li> <li><b>adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>]</b></li> <li><b>prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</b></li> </ul> <p>Begin to use speech punctuation through</p> <ul style="list-style-type: none"> <li>use of speech marks in own writing</li> <li>using capital letters to mark the start of direct speech</li> </ul> <p>Understand the function of prepositions in sentences through:</p> <ul style="list-style-type: none"> <li>Searching for, identifying and classifying a range of prepositions</li> <li>Experimenting with substituting different prepositions and their effect on meaning</li> </ul> <p>Extend knowledge, understanding and use of verbs, focussing on:</p> <ul style="list-style-type: none"> <li>Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will</li> </ul>

Text	<p>Identify and use <b>(Introduction to) paragraphs as a way to group related material</b></p> <p>Identify and use <b>headings and sub-headings to aid presentation</b></p> <p>Identify <b>use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</b></p>
Punctuation	<p>Understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> <li>• <b>introduction to inverted commas to punctuate direct speech</b></li> <li>• identifying speech marks in reading</li> <li>• beginning to use speech marks in own writing</li> <li>• using capital letters to mark the start of direct speech</li> <li>• using the term <i>speech marks</i></li> </ul>
Terminology for pupils	<p><b>preposition conjunction</b></p> <p><b>word family, prefix</b></p> <p><b>clause, subordinate clause</b></p> <p><b>direct speech</b></p> <p><b>consonant, consonant letter vowel, vowel letter</b></p> <p><b>inverted commas (or 'speech marks')</b></p>

Year 4	
Word	<p>Identify <b>the grammatical difference between plural and possessive –s</b></p> <p>Identify and use <b>the standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</b></p>
Sentence	<p>Ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i>, in standard English</p> <p>Write in the correct tense [for example past for story, present for explanations]</p> <p>Use speech punctuation through</p> <ul style="list-style-type: none"> <li>• use of speech marks in own writing</li> <li>• using capital letters to mark the start of direct speech</li> <li>• using some punctuation before the speech marks are closed</li> <li>• using a new line for a new speaker</li> <li>• using the conventions which mark boundaries between spoken words and the rest of the sentence</li> </ul> <p>Identify and use <b>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>)</b></p> <p>Identify and use commas to mark grammatical boundaries within sentences</p> <ul style="list-style-type: none"> <li>• <b>fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</b></li> </ul> <p>Extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> <li>• constructing adjectival phrases</li> <li>• examining comparative and superlative adjectives</li> <li>• comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>)</li> <li>• relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>)</li> <li>• relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot</li> </ul> <p>Identify use of connectives to structure an argument, [for example, adverbs, adverbial phrases, conjunctions <i>"If ..., then", "on the other hand...", "finally", "so"</i>]</p>
Text	<p>Identify and <b>use paragraphs to organise ideas around a theme</b></p> <p>Identify and use <b>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b></p>



Punctuation	<p>Identify and <b>use inverted commas and other punctuation to indicate direct speech</b> [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Identify and use <b>apostrophes to mark plural possession</b> [for example, <i>the girl's name, the girls' names</i>] and for irregular plural nouns [for example, children's playground]</p> <p><b>Use commas after fronted adverbials</b></p>
Terminology for pupils	<p><b>determiner</b></p> <p><b>pronoun, possessive pronoun</b></p> <p><b>adverbial</b></p>

Year 5	
Word	<p><b>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</b></p> <p>Identify and use <b>verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</b></p>
Sentence	<p><b>Identify and use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</b></p> <p>Ensure that, in using pronouns, it is clear to what or whom they refer</p> <p>Become aware of conditionals through:</p> <ul style="list-style-type: none"> <li>• Using reading to investigate conditionals, e.g. using <i>if...then</i>, <i>might</i>, <i>could</i>, <i>would</i>, and their uses, e.g. in deduction, speculation, supposition</li> <li>• Using these forms to construct sentences which express, e.g. possibilities, hypotheses</li> <li>• Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)</li> </ul> <p><b>Indicate degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</b></p>
Text	<p>Identify and use <b>devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</b></p> <p>Identify and use <b>linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</b></p>
Punctuation	<p>Identify and use <b>brackets, dashes or commas to indicate parenthesis</b></p> <p>Identify and use <b>commas to clarify meaning or avoid ambiguity</b></p> <p>Use further punctuation marks: colon, semi-colon, dashes, brackets</p> <p>Use punctuation marks accurately in complex sentences</p>

Terminology for pupils	<b>modal verb, relative pronoun</b> <b>relative clause</b> <b>parenthesis, bracket, dash</b> <b>cohesion, ambiguity</b>
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Year 6	
Word	<p>Understand and use the terms <i>active</i> and <i>passive</i> when referring to verbs</p> <p>Understand the term <i>impersonal voice</i></p> <p>Understand <b>the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</b> [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>Understand <b>how words are related by meaning as synonyms and antonyms</b> [for example, <i>big, large, little</i>].</p>
Sentence	<p>Understand the <b>use of the passive to affect the presentation of information in a sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>] through</p> <ul style="list-style-type: none"> <li>• transforming a sentence from active to passive and vice-versa</li> <li>• noting and discussing how changes from active to passive affect the word order and sense of a sentence</li> <li>• investigating further the use of active and passive verbs</li> <li>• investigating how sentences can be re-ordered by changing from one to the other</li> <li>• considering how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i></li> </ul> <p>Understand <b>the difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> [for example, the use of <b>question tags</b>: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive forms</b> such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p> <p>Investigate connecting words and phrases:</p> <ul style="list-style-type: none"> <li>• collect examples from reading and thesauruses</li> <li>• study how points are typically connected in different kinds of text</li> <li>• classify useful examples for different kinds of text – for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>)</li> <li>• Identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>)</li> </ul>

Text	<p>Be aware of the differences between spoken and written language, including:</p> <ul style="list-style-type: none"> <li>• the need for writing to make sense away from immediate context</li> <li>• the use of punctuation to replace intonation, pauses, gestures</li> <li>• the use of complete sentences</li> </ul> <p>Understand features of formal official language through</p> <ul style="list-style-type: none"> <li>• collecting and analysing examples, discussing when and why they are used</li> <li>• noting the conventions of the language [for example, use of the impersonal voice, imperative verbs, formal vocabulary]</li> <li>• collecting typical words and expressions [for example, “<i>Those wishing to ...</i>”, “<i>hereby ...</i>”, “<i>forms may be obtained ...</i>”]</li> </ul> <p>Identify and use <b>linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</b></p> <p>Identify and use <b>layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</b></p> <p>Revise the language conventions and grammatical features of the different types of text such as:</p> <ul style="list-style-type: none"> <li>• narrative (e.g. stories and novels)</li> <li>• recounts (e.g. anecdotes, accounts of observations, experiences)</li> <li>• instructional texts (e.g. instructions and directions)</li> <li>• reports (e.g. factual writing, description)</li> <li>• explanatory texts (how and why)</li> <li>• persuasive texts (e.g. opinions and promotional literature)</li> <li>• discursive texts (e.g. balanced arguments)</li> </ul>
Punctuation	<p><b>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>]</b></p> <p><b>Use the colon to introduce a list and use of semi-colons within lists</b></p> <p>Identify and use <b>punctuation of bullet points to list information</b></p> <p>Identify <b>how hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</b></p>
Terminology for pupils	<p><b>subject, object</b></p> <p><b>active, passive</b></p> <p><b>synonym, antonym</b></p> <p><b>ellipsis, hyphen, colon, semi-colon, bullet points</b></p>