

## Ashburnham Primary School – Grammar Curriculum Overview

## Ashburnham Primary School – Grammar Curriculum Overview

**Year 1** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Word Class</b></p> <p>a) Learn definition of and identify a(n):</p> <ul style="list-style-type: none"> <li>• noun;</li> <li>• verb;</li> <li>• adjective.</li> </ul> <p>b) Use CL for:</p> <ul style="list-style-type: none"> <li>• I;</li> <li>• some names.</li> </ul>	<p><b>Word Class</b></p> <p>a) Learn definition of and identify a(n):</p> <ul style="list-style-type: none"> <li>• adverb;</li> <li>• singular noun;</li> <li>• plural noun.</li> </ul> <p>b) Use CL for:</p> <ul style="list-style-type: none"> <li>• I;</li> <li>• some names.</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>• simple sentence (<i>a sentence that makes sense by itself</i>).</li> </ul> <p>b) Recognise a:</p> <ul style="list-style-type: none"> <li>• question;</li> <li>• statement;</li> <li>• command.</li> </ul> <p>c) Write a:</p> <ul style="list-style-type: none"> <li>• question;</li> <li>• statement;</li> <li>• command.</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>• simple sentence (<i>a sentence that makes sense by itself</i>).</li> </ul> <p>b) Write a:</p> <ul style="list-style-type: none"> <li>• question;</li> <li>• statement;</li> <li>• command.</li> </ul> <p>c) Identify an:</p> <ul style="list-style-type: none"> <li>• exclamation mark.</li> </ul>	<p><b>Tense</b></p> <p>a) Say a main clause in the:</p> <ul style="list-style-type: none"> <li>• present tense;</li> <li>• past tense.</li> </ul> <p>b) Write a simple sentence in the:</p> <ul style="list-style-type: none"> <li>• present tense;</li> <li>• past tense.</li> </ul>	<p><b>Prefixes and Suffixes</b></p> <p>a) Identify a:</p> <ul style="list-style-type: none"> <li>• prefix;</li> <li>• suffix.</li> </ul> <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>• un-.</li> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>• -ful;</li> <li>• -less;</li> <li>• -ly.</li> </ul>

**Year 2** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

**Year 1:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Word Class</b></p> <p>a) Revise definition of and identify a(n):</p> <ul style="list-style-type: none"> <li>noun;</li> <li>verb;</li> <li>adjective;</li> <li>adverb.</li> </ul> <p>b) Learn definition of and use:</p> <ul style="list-style-type: none"> <li>common noun (singular and plural);</li> <li>proper noun.</li> </ul> <p>c) Revise definition of and write an:</p> <ul style="list-style-type: none"> <li>ENP 1 (<i>adjective, adjective noun</i>)</li> <li>ENP 2 (<i>adjective, adjective noun that ...</i>)</li> </ul> <p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>simple sentence.</li> </ul> <p>b) Recognise and write a:</p>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Write and join simple sentences, using:</p> <ul style="list-style-type: none"> <li>and;</li> <li>or;</li> <li>but.</li> </ul> <p><b>NB: and or but are the three coordinating conjunctions. This terminology does <u>not</u> need to be learnt at this stage. Use 'joining word' for your terminology.</b></p> <p><b>NB: Commas before or / but do <u>not</u> need to be taught in Year 2.</b></p> <p>b) Learn that two joined simple sentences by any coordinating conjunction is called:</p> <ul style="list-style-type: none"> <li>a compound sentence.</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Introduce a new way to build on from a simple sentence with subordinating conjunctions:</p> <ul style="list-style-type: none"> <li>because;</li> <li>so;</li> <li>when</li> <li>if.</li> </ul> <p><b>NB: This terminology does <u>not</u> need to be learnt at this stage.</b></p> <p><b>NB: Only teach because/so/when/if <u>second</u> in the sentence (not first) <u>without a comma</u>, e.g. Aladdin felt frightened because he saw the ominous fellow. / Aladdin felt frightened so he took refuge under the blanket. / Aladdin felt frightened when he saw the strange sight. / Aladdin felt frightened if he really thought about it.</b></p>	<p><b>Sentence Structure and Punctuation</b></p> <p><i>Revise all content covered through Autumn 1 and 2 and Spring 1.</i></p> <p>a) Learn definition of and write an:</p> <ul style="list-style-type: none"> <li>exclamatory sentence (<i>e.g. What a lovely dress you have! – it must contain a verb</i>).</li> </ul> <p><b>NB: This has been removed from the Year 2 content entirely, but it can be taught at this stage to vary composition.</b></p>	<p><b>Tense</b></p> <p>a) Say a simple sentence in the:</p> <ul style="list-style-type: none"> <li>present tense;</li> <li>past tense.</li> </ul> <p>b) Write a simple sentence in the:</p> <ul style="list-style-type: none"> <li>present tense;</li> <li>past tense.</li> </ul> <p>c) Change a simple sentence from the:</p> <ul style="list-style-type: none"> <li>present tense to the past tense;</li> <li>past tense to the present tense.</li> </ul> <p>d) Identify whether a simple sentence is in the present or past tense.</p>	<p><b>Prefixes and Suffixes</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>prefix;</li> <li>suffix.</li> </ul> <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>un-.</li> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>-ful;</li> <li>-less;</li> <li>-ly;</li> <li>-s;</li> <li>-es;</li> <li>-ness;</li> <li>-ment.</li> </ul>

- question with ?
- statement with .
- command with . or !

**NB: Explicitly teach that ! can be used for emphasis and strong feeling with a word, phrase or sentence, e.g. Bang! / What a nice dress! / She couldn't believe her eyes! / What a fantastic day that was!**

c) Learn meaning of the verbs:

- contract (*Clap to Contract*);
- possess (*Grab to Possess*).

d) Through spelling, revise and learn function of an apostrophe to show:

- contraction;
- singular possession.

e) Identify function of an apostrophe in two contexts (showing contraction or singular possession).

**Year 3** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

**Year 2:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

**Year 1:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

**NB:** At the start of Autumn 1, spend two weeks of Literacy lessons explicitly introducing main clause and subordinate clause subject knowledge (including Batman and Robin cartoon) and comma rules associated with subordinate clause first in a complex sentence use.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise/learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>simple sentence (<b>NB: knowledge from Years 1 and 2: a simple sentence makes sense by itself</b>);</li> <li>clause (<b>new terminology: a group of words that contains a verb</b>);</li> <li>main clause (<b>new terminology: a clause that makes sense by itself</b>).</li> </ul> <p>b) Revise that two joined main clauses (<b>NB: learnt in Year 2 as two joined simple sentences!</b>) by any coordinating conjunction (<i>and / but / or</i>) is called:</p> <ul style="list-style-type: none"> <li>a compound sentence.</li> </ul> <p>c) Learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>coordinating conjunction (<i>and, but, or</i>) to join two main clauses.</li> </ul> <p>d) Learn comma rule around coordinating conjunctions:</p> <ul style="list-style-type: none"> <li>no comma before and;</li> <li>comma before but;</li> <li>comma before or.</li> </ul>	<p><b>Word Class</b></p> <p>a) Revise definition of and identify a(n):</p> <ul style="list-style-type: none"> <li>noun (singular common, plural common (<b>NB: revise that plural nouns do not need an 's</b>) and proper);</li> <li>verb (doing only);</li> <li>adjective;</li> <li>adverb.</li> </ul> <p>b) Revise definition of and write an:</p>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise definition of, identify and write a:</p> <ul style="list-style-type: none"> <li>clause;</li> <li>main clause/simple sentence;</li> <li>compound sentence;</li> <li>complex sentence (<i>using only the following subordinating conjunctions: because/so /when/if/as</i>).</li> </ul> <p>b) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>coordinating conjunction;</li> </ul>	<p><b>Tense</b></p> <p>a) Learn a regular verb (e.g. to sing) fully conjugated (I, you (s), he/she/it, we, you (pl), they) in the:</p> <ul style="list-style-type: none"> <li>simple present tense;</li> <li>simple past tense;</li> <li>simple future tense.</li> </ul> <p>b) Write a sentence in the:</p> <ul style="list-style-type: none"> <li>simple present tense;</li> <li>simple past tense;</li> <li>simple future tense.</li> </ul>	<p><b>Apostrophes</b></p> <p>a) Revise meaning of the verbs:</p> <ul style="list-style-type: none"> <li>contract;</li> <li>possess.</li> </ul> <p>b) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> <li>contraction;</li> <li>singular possession.</li> </ul> <p>c) Learn function of an apostrophe to show:</p> <ul style="list-style-type: none"> <li>plural possession.</li> </ul> <p><b>NB: To achieve secure in Year 3, pupils do not need to consistently accurately</b></p>	<p><b>Prefixes and Suffixes</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>prefix;</li> <li>suffix.</li> </ul> <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>un-;</li> <li>dis-;</li> <li>de-.</li> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>-ful;</li> <li>-less;</li> <li>-ly;</li> <li>-s;</li> <li>-es;</li> <li>-ness;</li> <li>-ment.</li> </ul>

<p><b>NB: This is new punctuation learning to use a , before but / or.</b></p> <p>e) Write a range of:</p> <ul style="list-style-type: none"> <li>• compound sentences, using all three coordinating conjunctions.</li> </ul> <p>f) Revise the learning in Year 2 of building on from a simple sentence with a subordinate clause, using only these subordinating conjunctions:</p> <ul style="list-style-type: none"> <li>• because;</li> <li>• so;</li> <li>• when</li> <li>• if.</li> </ul> <p><b>NB: Year 2 only taught the subordinate clause (with the above subordinating conjunctions only) coming <u>second</u> in a sentence with <u>no comma</u>, e.g. <b>Aladdin felt frightened because he saw the ominous fellow. / Aladdin felt frightened so he took refuge under the blanket. / Aladdin felt frightened when he saw the strange sight. / Aladdin felt frightened if he really thought about it. Year 2 did <u>not</u> teach how to move the subordinate clause <u>first</u> in a sentence.</b></b></p> <p>g) Learn definition of these words (<i>because so when if</i>) as:</p> <ul style="list-style-type: none"> <li>• subordinating conjunctions (<i>starts a subordinate clause</i>).</li> </ul> <p>h) Introduce 'as' as another subordinating conjunction to use.</p> <p>i) Learn that the subordinate clause can come first, but that if it does, it needs a comma after it to signal it ending and the main clause beginning.</p> <p><b>NB: This is key new learning.</b></p> <p>j) Learn definition of a:</p>	<ul style="list-style-type: none"> <li>• ENP 1 (<i>adjective, adjective noun</i>)</li> <li>• ENP 2 (<i>adjective, adjective noun that ...</i>)</li> </ul> <p>c) Learn definition of and write a:</p> <ul style="list-style-type: none"> <li>• being verb.</li> </ul> <p>d) Learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>• preposition (<i>a word that tells us the position of a noun</i>);</li> <li>• conjunction (<i>any word that joins</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• subordinating conjunction.</li> </ul> <p>c) Separate the main clause from its subordinate clause (<i>because/so/when/if/as clause</i>) to recognise similarities and differences between main and subordinate clauses:</p> <ul style="list-style-type: none"> <li>• main clause makes sense by itself;</li> <li>• subordinate clause does not make sense by itself.</li> </ul> <p>d) Identify the difference between compound and complex sentences.</p>	<p>c) Learn a regular verb (e.g. to play) fully conjugated in the:</p> <ul style="list-style-type: none"> <li>• present progressive tense;</li> <li>• past progressive tense;</li> <li>• future progressive tense.</li> </ul> <p>d) Write a sentence in the:</p> <ul style="list-style-type: none"> <li>• present progressive tense;</li> <li>• past progressive tense;</li> <li>• future progressive tense.</li> </ul> <p>e) Identify whether a sentence is in the present or past tense.</p>	<p><b>punctuate plural possession.</b></p> <p>d) Identify function of an apostrophe in three contexts (showing contraction, singular possession or plural possession).</p>	<p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Learn definition of and explore:</p> <ul style="list-style-type: none"> <li>• word families.</li> </ul>
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<ul style="list-style-type: none"> <li>subordinate clause (<i>starting with the following subordinating conjunctions: because so as when if</i>).</li> </ul> <p><b>NB: Do not give any more options for subordinating conjunctions.</b></p> <p>j) Learn that one main clause joined by a subordinating conjunction to a subordinate clause is called:</p> <ul style="list-style-type: none"> <li>a complex sentence.</li> </ul> <p>k) Introduce and learn the following speech rules:</p> <ul style="list-style-type: none"> <li>“ “ to indicate direct speech;</li> <li>CL at start of speech sentence.</li> </ul> <p><b>NB: To achieve secure in Year 3, pupils do <u>not</u> need to use a comma at the end of their speech sentence.</b></p>					
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## Ashburnham Primary School – Grammar Curriculum Overview

**Year 4** **determiner, pronoun, possessive pronoun, adverbial**

**Year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas**

**Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma**

**Year 1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Word Class</b></p> <p>a) Revise definition of, identify and locate in sentence context a(n):</p> <ul style="list-style-type: none"> <li>noun (singular common, plural common (<b>NB: revise</b></li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>clause (<i>a group of words that contains a verb</i>);</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise use of and identify a:</p> <ul style="list-style-type: none"> <li>coordinating conjunction;</li> </ul>	<p><b>Tense</b></p> <p>a) Learn an irregular verb (e.g. to be) in the:</p> <ul style="list-style-type: none"> <li>simple present tense;</li> <li>simple past tense;</li> <li>simple future tense.</li> </ul>	<p><b>Apostrophes</b></p> <p>a) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> <li>contraction;</li> <li>possession (singular and plural).</li> </ul>	<p><b>Prefixes and Suffixes</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>prefix;</li> <li>suffix.</li> </ul>

<p><b>that plural nouns do not need an 's</b> and proper);</p> <ul style="list-style-type: none"> <li>• verb (doing and being);</li> <li>• adjective;</li> <li>• adverb.</li> </ul> <p>b) Revise definition of and write an:</p> <ul style="list-style-type: none"> <li>• ENP.</li> </ul> <p>c) Revise definition of, identify and use in a sentence a:</p> <ul style="list-style-type: none"> <li>• preposition.</li> </ul> <p>d) Learn definition of, identify and say a:</p> <ul style="list-style-type: none"> <li>• determiner (<i>a word that introduces a noun, e.g. a, an, the</i>).</li> </ul> <p>e) Learn definition of, identify and say a:</p> <ul style="list-style-type: none"> <li>• pronoun (<i>a word that takes the place of a noun, e.g. him, you, they</i>);</li> <li>• possessive pronoun (<i>a pronoun that shows that a noun belongs to a person, e.g. my, yours, his</i>).</li> </ul> <p>f) Learn definition of, identify and say a:</p> <ul style="list-style-type: none"> <li>• fronted adverbial (<i>a sentence starter</i> </li></ul>	<ul style="list-style-type: none"> <li>• main clause (<i>a clause that makes sense by itself</i>);</li> <li>• subordinate clause (<i>a clause that does not make sense by itself</i>);</li> <li>• coordinating conjunction (<i>a word that joins two main clauses, e.g. and, but, or</i>);</li> <li>• subordinating conjunction (<i>a word that starts a subordinate clause, e.g. learnt in Years 2 and 3: because, so, when, if, as</i>).</li> </ul> <p>b) Revise definition of and write a:</p> <ul style="list-style-type: none"> <li>• simple sentence (one main clause);</li> <li>• compound sentence (two main clauses joined by a coordinating conjunction);</li> <li>• complex sentence (subordinate clause and main clause joined by a subordinating conjunction).</li> </ul>	<ul style="list-style-type: none"> <li>• subordinating conjunction.</li> </ul> <p>b) Write a:</p> <ul style="list-style-type: none"> <li>• complex sentence (<b><i>with subordinating conjunctions learnt in Years 2 and 3: because, so, when, if, as and added in Year 4: while, before, after, although (NB: When using 'before' and 'after' as subordinating conjunctions, they must start a subordinate clause (a group of words that contains a verb), e.g. Before they had finished, ... After playtime had ended, ...</i></b>).</li> </ul> <p>c) Learn definition of and identify a:</p> <ul style="list-style-type: none"> <li>• relative clause (<i>who or which</i>);</li> <li>• relative clause complex sentence.</li> </ul>	<p>b) Write a sentence in the:</p> <ul style="list-style-type: none"> <li>• simple present tense;</li> <li>• simple past tense;</li> <li>• simple future tense;</li> <li>• present progressive tense;</li> <li>• past progressive tense;</li> <li>• future progressive tense.</li> </ul> <p>c) Identify whether a sentence is in the present or past tense (simple and progressive).</p>	<p>b) Learn and use terminology:</p> <ul style="list-style-type: none"> <li>• singular possession</li> <li>• plural possession.</li> </ul> <p>c) Write apostrophes for two functions (contraction or possession) in sentence context.</p> <p>d) Revise that plural nouns do not need an apostrophe.</p> <p>e) Learn punctuation rules with it (using an apostrophe to show contraction or possession).</p> <p>f) Learn possessive apostrophe rule with a name ending in -s, e.g. Charles, following the same rules for plural possession.</p>	<p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>• un-;</li> <li>• dis-;</li> <li>• de-;</li> <li>• mis-;</li> <li>• re-.</li> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>• -ful;</li> <li>• -less;</li> <li>• -ly;</li> <li>• -s;</li> <li>• -es;</li> <li>• -ness;</li> <li>• -ment.</li> </ul> <p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Investigate how a suffix alters the meaning or word class of a noun or verb.</p> <p>f) Revise definition of and generate a(n):</p> <ul style="list-style-type: none"> <li>• synonym;</li> <li>• antonym.</li> </ul>
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<p><i>followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden, Quickly).</i></p> <p><b>NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, / In a minute, / When the class had been dismissed, . All variations need a comma afterwards.</b></p>	<p>c) Identify different sentence types from their clauses.</p> <p>d) Revise the following speech rules:</p> <ul style="list-style-type: none"> <li>• “ “ (<i>inverted commas</i>) to indicate direct speech;</li> <li>• CL at start of speech sentence.</li> </ul> <p>e) Introduce new speech rule:</p> <ul style="list-style-type: none"> <li>• , at the end of the speech sentence.</li> </ul> <p><b>NB: To achieve securing in Year 3, pupils did <u>not</u> need to use a comma at the end of their speech sentence. This is explicit new teaching in Year 4.</b></p>	<p><b>NB: This is key new learning. Explicitly teach the rule of a pair of commas around the relative clause to demarcate it from the main clause.</b></p> <p>d) Write a:</p> <ul style="list-style-type: none"> <li>• relative clause complex sentence (including a pair of commas).</li> </ul>			
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## Ashburnham Primary School – Grammar Curriculum Overview

**Year 5** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

**Year 4:** determiner, pronoun, possessive pronoun, adverbial

**Year 3:** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

**Year 2:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

**Year 1:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

**NB:** This is the year group when all comma rules must be solidified and all commas must be used accurately to gain secure writing level.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Word Class</b></p> <p>a) Revise definition of, identify and locate in sentence context a(n):</p> <ul style="list-style-type: none"> <li>• noun (singular common, plural common (<b>NB: revise that plural nouns do not need an 's'</b>), proper);</li> <li>• verb (doing and being);</li> <li>• adjective;</li> <li>• adverb;</li> <li>• ENP;</li> <li>• coordinating conjunction;</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>• clause;</li> <li>• main clause;</li> <li>• subordinate clause;</li> <li>• relative clause;</li> <li>• coordinating conjunction;</li> <li>• subordinating conjunction.</li> </ul> <p>b) Revise definition of and write a:</p> <ul style="list-style-type: none"> <li>• simple sentence (one main clause);</li> <li>• compound sentence (two main clauses joined by a coordinating conjunction);</li> <li>• complex sentence (subordinate clause and main clause joined by a subordinating conjunction)</li> </ul>	<p><b>Sentence Structure and Punctuation</b></p> <p>a) Solidify differences between:</p> <ul style="list-style-type: none"> <li>• simple sentences;</li> <li>• compound sentences;</li> <li>• complex sentences;</li> <li>• relative clause complex sentences.</li> </ul> <p>b) Introduce language of and discuss:</p> <ul style="list-style-type: none"> <li>• cohesion (<i>how well a text</i></li> </ul>	<p><b>Tense</b></p> <p>a) Say an irregular verb (e.g. to be) in the:</p> <ul style="list-style-type: none"> <li>• simple present tense;</li> <li>• simple past tense;</li> <li>• simple future tense.</li> </ul> <p>b) Write a sentence in the:</p> <ul style="list-style-type: none"> <li>• simple present tense;</li> <li>• simple past tense;</li> <li>• simple future tense;</li> </ul>	<p><b>Apostrophes</b></p> <p>a) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> <li>• contraction;</li> <li>• possession.</li> </ul> <p>b) Revise, learn and use terminology:</p> <ul style="list-style-type: none"> <li>• singular possession;</li> <li>• plural possession.</li> </ul> <p>c) Revise punctuation rules for plural possession or words/names ending in -s.</p> <p>d) Revise punctuation rules with it (using an</p>	<p><b>Prefixes and Suffixes</b></p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>• prefix;</li> <li>• suffix.</li> </ul> <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>• un-;</li> <li>• dis-;</li> <li>• de-;</li> <li>• mis-;</li> <li>• re-;</li> <li>• over-.</li> </ul> <p>c) Match suffixes to root words:</p>

<ul style="list-style-type: none"> <li>• subordinating conjunction;</li> <li>• preposition</li> <li>• determiner;</li> <li>• pronoun;</li> <li>• possessive pronoun</li> <li>• fronted adverbial.</li> </ul> <p>b) Learn definition of, identify and compare to doing or being verbs a:</p> <ul style="list-style-type: none"> <li>• modal verb.</li> </ul> <p>c) Explore more about different determiners:</p> <ul style="list-style-type: none"> <li>• determiners can be: <i>i) articles (a, an, the), ii) possessive pronouns (e.g. my, your, their, iii) quantifiers (e.g. seventeen, three thousand, many), iv) demonstratives (those, that, this).</i></li> </ul> <p><b>NB: This terminology does <u>not</u> need to be learnt, but you can use it to clarify your explanations.</b></p>	<p><i>(learnt in Years 2 and 3: because, so, when, if, as; added in Year 4: while, before, after, although (NB: When using 'before' and 'after' as subordinating conjunctions, they must start a subordinate clause (a group of words that contains a verb), e.g. Before they had finished, ... After playtime had ended, ...); add in Year 5: whilst, even though, since);</i></p> <ul style="list-style-type: none"> <li>• relative clause complex sentence (relative clause and main clause joined by a relative pronoun (<i>who</i> or <i>which</i>).</li> </ul> <p>c) Learn definition of a:</p> <ul style="list-style-type: none"> <li>• relative pronoun (<i>a word that starts a relative clause, e.g. who or which</i>).</li> </ul> <p>d) Learn definition of and write a sentence with a:</p> <ul style="list-style-type: none"> <li>• non-finite clause.</li> </ul> <p><b>NB: , after non-finite clause <u>first</u> in a sentence and , before non-finite clause <u>second</u> in a sentence. Key point to emphasise is that a non-finite is just another <i>type of subordinate clause</i>. It therefore builds a complex sentence when joined to a main clause.</b></p> <p>e) Learn function of, identify and write:</p>	<p><i>flows with the use of specific grammatical devices);</i></p> <ul style="list-style-type: none"> <li>• ambiguity (<i>when a text is unclear due to insufficient or inaccurate use of grammatical terminology</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• present progressive tense</li> <li>• past progressive tense;</li> <li>• future progressive tense.</li> </ul> <p>c) Introduce:</p> <ul style="list-style-type: none"> <li>• present perfect tense;</li> <li>• past perfect tense;</li> <li>• future perfect tense.</li> </ul> <p>d) Explore differences between simple, progressive and perfect tenses (present, past and future forms).</p> <p>e) Identify whether a sentence is in the present or past tense (simple and progressive).</p>	<p>apostrophe to show contraction or possession).</p>	<ul style="list-style-type: none"> <li>• -ful;</li> <li>• -less;</li> <li>• -ly;</li> <li>• -s;</li> <li>• -es;</li> <li>• -ness;</li> <li>• -ment;</li> <li>• -ise;</li> <li>• -ify.</li> </ul> <p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Investigate how a suffix alters the meaning or word class of a noun or verb.</p> <p>f) Revise definition of and generate a(n):</p> <ul style="list-style-type: none"> <li>• synonym;</li> <li>• antonym.</li> </ul> <p>g) Investigate a:</p> <ul style="list-style-type: none"> <li>• word family.</li> </ul>
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	<ul style="list-style-type: none"> <li>• parenthesis ( ) - - , , using terminology (<i>brackets, dashes, commas</i>)</li> </ul> <p><b>NB: These three types of parenthesis have specific purposes for authorial effect:</b>  ( ) in non-fiction for factual information, e.g. The criminal (aged 49)...</p> <p>- - in narrative to slow the reader down or emphasise a word choice, e.g. Lord Montague – staggering – was shaken by the horrifying news.</p> <p>, , in relative clause complex sentences for varying sentence structures to aid text cohesion.</p>				
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### Ashburnham Primary School – Grammar Curriculum Overview

**Year 6** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

**Year 5:** modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity

**Year 4:** determiner, pronoun, possessive pronoun, adverbial

**Year 3:** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

**Year 2:** noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

**Year 1:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Word Class	Sentence Structure and Punctuation a) Revise definition of and identify a:	Tense	Sentence Structure and Punctuation	Apostrophes	Prefixes and Suffixes

<p>a) Revise definition of, identify and locate in sentence context a(n):</p> <ul style="list-style-type: none"> <li>noun (singular common, plural common, proper, abstract, collective);</li> <li>verb (doing, being and modal);</li> <li>adjective;</li> <li>adverb;</li> <li>ENP;</li> <li>coordinating conjunction;</li> <li>subordinating conjunction;</li> <li>preposition</li> <li>determiner;</li> <li>pronoun;</li> <li>possessive pronoun</li> <li>fronted adverbial.</li> </ul> <p>b) Explore again (building on Year 5 new knowledge) determiners:</p> <ul style="list-style-type: none"> <li>determiners can be: <ul style="list-style-type: none"> <li>i) articles (<i>a, an, the</i>), ii) possessive pronouns (e.g. <i>my, your, their</i>), iii) quantifiers (e.g. <i>seventeen, three thousand, many</i>), iv) demonstratives (<i>those, that, this</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>clause;</li> <li>main clause (inc. question, statement, command, exclamation);</li> <li>subordinate clause;</li> <li>relative clause;</li> <li>coordinating conjunction;</li> <li>subordinating conjunction;</li> <li>relative pronoun.</li> </ul> <p>b) Revise definition of and write a:</p> <ul style="list-style-type: none"> <li>simple sentence;</li> <li>compound sentence;</li> <li>adverbial clause complex sentence;</li> <li>relative clause complex sentence (<i>who, which and add that and whose</i>);</li> <li>conditional clause complex sentence;</li> <li>non-finite clause complex sentence.</li> </ul> <p><b>NB: Key point to emphasise is that adverbial, relative, conditional and non-finite clauses are all types of subordinate clause. They therefore all build complex sentences when joined to a main clause.</b></p> <p>c) Revise function of, identify and write:</p> <ul style="list-style-type: none"> <li>parenthesis ( ) - - , , .</li> </ul> <p><b>NB: These three types of parenthesis have specific purposes for authorial effect:</b></p> <p>( ) in non-fiction for factual information, e.g. <b>The criminal (aged 49)...</b></p> <p>- - in narrative to slow the reader down or emphasise a word choice, e.g. <b>Lord Montague – staggering – was shaken by the horrifying news.</b></p> <p>, , in relative clause complex sentences for varying sentence structures to aid text cohesion.</p>	<p>a) Identify whether a sentence is in the simple present, past or future tense, the present, past or future progressive tense or the perfect present, past or future tense.</p> <p>b) Say a verb fully conjugated in all tenses.</p> <p>c) Learn definition of and identify a sentence that is:</p> <ul style="list-style-type: none"> <li>active;</li> <li>passive.</li> </ul>	<p>a) Write a:</p> <ul style="list-style-type: none"> <li>simple sentence;</li> <li>compound sentence;</li> <li>adverbial clause complex sentence;</li> <li>relative clause complex sentence;</li> <li>conditional clause complex sentence;</li> <li>non-finite clause complex sentence.</li> </ul> <p>b) Write a simple sentence in the:</p> <ul style="list-style-type: none"> <li>simple present, past or future tense;</li> <li>perfect present, past or future tense;</li> <li>progressive present, past or future tense.</li> </ul> <p>c) Revise definition of and identify a sentence in the:</p> <ul style="list-style-type: none"> <li>active voice;</li> <li>passive voice.</li> </ul> <p>d) Write a sentence that accurately uses the</p>	<p>a) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> <li>contraction;</li> <li>possession.</li> </ul> <p>b) Revise and verbalise terminology:</p> <ul style="list-style-type: none"> <li>singular possession;</li> <li>plural possession.</li> </ul> <p>c) Revise punctuation rules for plural possession or words/names ending in -s.</p> <p>d) Revise punctuation rules with it (using an apostrophe to show contraction or possession).</p> <p><b>All Revision</b></p>	<p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> <li>prefix;</li> <li>suffix.</li> </ul> <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> <li>un-;</li> <li>dis-;</li> <li>de-;</li> <li>mis-;</li> <li>re-;</li> <li>over-;</li> <li>super-;</li> <li>anti-;</li> <li>auto-;</li> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>-ful;</li> <li>-less;</li> <li>-ly;</li> <li>-s;</li> <li>-es;</li> <li>-ness;</li> <li>-ment;</li> <li>-ise;</li> <li>-ify.</li> </ul> <p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Investigate how a suffix alters the</p>
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<p><b>NB: This terminology does <u>not</u> need to be learnt, but you can use it to clarify your explanations.</b></p>	<p>d) Learn definition of and identify in a sentence the:</p> <ul style="list-style-type: none"> <li>• subject;</li> <li>• object.</li> </ul> <p>e) Learn use of and opportunity for:</p> <ul style="list-style-type: none"> <li>• colon;</li> <li>• semi-colon;</li> <li>• hyphen;</li> <li>• ellipsis;</li> <li>• bullet points.</li> </ul> <p><b>NB Subject Knowledge:</b>  <b>Colon x2 uses:</b> i) to introduce a list after a main clause; ii) to introduce an explanation of the noun before it.  <b>Semi-Colon x2 uses:</b> i) to demarcate two similarly meaning main clauses; ii) to demarcate items in a detailed list including phrases.  <b>Hyphen x2 uses:</b> i) to avoid ambiguity between a prefix and a root word (e.g. recover and re-cover); ii) to turn two words into one adjective (e.g. well-brushed).  <b>Ellipsis:</b> to create suspense.  <b>Bullet points:</b> to itemise nouns in non-fiction.</p> <p>e) Learn definition and function of a:</p> <ul style="list-style-type: none"> <li>• phrase (<i>a group of words that does not contain a verb</i>).</li> </ul>		<p>three varying forms of parenthesis.</p>		<p>meaning or word class of a noun or verb.</p> <p>f) Revise definition of and generate a(n):</p> <ul style="list-style-type: none"> <li>• synonym;</li> <li>• antonym.</li> </ul> <p>g) Investigate a:</p> <ul style="list-style-type: none"> <li>• word family.</li> </ul>
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