

## 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 that plural nouns do not need an ‘s’</b>) and proper);</li> <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><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> <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.</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> <li>• subordinating conjunction.</li> </ul> <p>b) Write a:</p> <ul style="list-style-type: none"> <li>• complex sentence (<i>with subordinating conjunctions learnt in Years 2 and 3: because, so, when, if, as <u>and</u> added in Year 4:</i></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) 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> </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) 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><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> </ul> <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> <li>• -ful;</li> <li>• -less;</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 followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden, Quickly,</i>).</li> </ul> <p><b>NB: A fronted adverbial can</b></p>	<p><i>and ,but ,or</i>);</p> <ul style="list-style-type: none"> <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> <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> </ul>	<p><u><i>while, before, after, although</i></u>  <b>(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, ...).</b></p> <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>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>	<ul style="list-style-type: none"> <li>• future progressive tense.</li> </ul> <p>c) Identify whether a sentence is in the present or past tense (simple and progressive).</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>	<ul style="list-style-type: none"> <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>be a word, phrase or clause, e.g. Quickly, / In a minute, / When the class had been dismissed, . All variations need a comma afterwards.</p>	<ul style="list-style-type: none"><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>				
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