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
Word Class a) Revise definition of, identify and locate in sentence context a(n): • noun (singular common, plural common (**NB: revise that plural nouns do not need an '**), proper); • verb (doing and being); • adjective; • adverb; • ENP; • coordinating conjunction;	**Sentence Structure and Punctuation** a) Revise definition of and identify a: • clause; • main clause; • subordinate clause; • relative clause; • coordinating conjunction; • subordinating conjunction. b) Revise definition of and write a: • simple sentence (one main clause); • compound sentence (two main clauses joined by a coordinating conjunction); • complex sentence (subordinate clause and main clause joined by	**Sentence Structure and Punctuation** a) Solidify differences between: • simple sentences; • compound sentences; • complex sentences; • relative clause complex sentences. b) Introduce language of and discuss: • cohesion (*how*	**Tense** a) Say an irregular verb (e.g. to be) in the: • simple present tense; • simple past tense; • simple future tense. b) Write a sentence in the: • simple present tense; • simple past tense; • simple future	**Apostrophes** a) Revise function of an apostrophe to show: • contraction; • possession. b) Revise, learn and use terminology: • singular possession; • plural possession. c) Revise punctuation rules for plural possession or words/names ending in -s. d) Revise punctuation rules	**Prefixes and Suffixes** a) Revise definition of and identify a: • prefix; • suffix. b) Match a prefix to root words: • un-; • dis-; • de-; • mis-; • re-; • over-.

<mark>• subordinating conjunction;</mark> • preposition • determiner; • pronoun; • possessive pronoun • fronted adverbial. <mark>b) Learn definition of, identify and compare to doing or being verbs a:</mark> <mark>• modal verb.</mark> c) Explore more about different determiners: • determiners can be: *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).* **NB: This terminology does <u>not</u> need to be learnt, but you can use it to clarify your explanations.**	a subordinating conjunction *(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, …); <u>add in Year 5: whilst, even though, since</u>);* • relative clause complex sentence (relative clause and main clause joined by a relative pronoun (*who* or *which*). c) Learn definition of a: • relative pronoun (*a word that starts a relative clause, e.g. who or which*). d) Learn definition of and write a sentence with a: • non-finite clause. **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 *type of* subordinate clause. It therefore builds a complex sentence when joined to a main clause.** e) Learn function of, identify and write:	*well a text flows with the use of specific grammatical devices*); • ambiguity (*when a text is unclear due to insufficient or inaccurate use of grammatical terminology*).	tense; • present progressive tense • past progressive tense; • future progressive tense. c) Introduce: • present perfect tense; • past perfect tense; • future perfect tense. d) Explore differences between simple, progressive and perfect tenses (present, past and future forms). e) Identify whether a sentence is in the present or past tense (simple and progressive).	with it (using an apostrophe to show contraction or possession).	c) Match suffixes to root words: • -ful; • -less; • -ly; • -s; • -es; • -ness; • -ment; • -ise; • -ify. d) Investigate how a prefix changes the meaning of a verb or adjective. e) Investigate how a suffix alters the meaning or word class of a noun or verb. f) Revise definition of and generate a(n): • synonym; • antonym. g) Investigate a: • word family.

	• parenthesis ( ) - - , , using terminology (*brackets, dashes, commas*) **NB: These three types of parenthesis have specific purposes for authorial effect:** **( ) in non-fiction for factual information, e.g. The criminal (aged 49)…** **- - in narrative to slow the reader down or emphasise a word choice, e.g. Lord Montague – staggering – was shaken by the horrifying news.** **, , in relative clause complex sentences for varying sentence structures to aid text cohesion.**			