

## 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
<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, proper, abstract, collective);</li> <li>• verb (doing, being and modal);</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 (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> </ul>	<p><b>Tense</b></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</p>	<p><b>Sentence Structure and Punctuation</b></p> <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</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 and verbalise terminology:</p> <ul style="list-style-type: none"> <li>• singular possession;</li> <li>• plural possession.</li> </ul> <p>c) Revise</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>

<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) 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> <p><b>NB: This terminology does <u>not</u> need to be learnt, but you can use it to clarify your explanations.</b></p>	<ul style="list-style-type: none"> <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: ( ) 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.</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> </ul>	<p>of and identify a sentence that is:</p> <ul style="list-style-type: none"> <li>• active;</li> <li>• passive.</li> </ul>	<p>complex sentence.</p> <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 three varying forms of parenthesis.</p>	<p>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>	<ul style="list-style-type: none"> <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 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>• 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>				
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