



Grammar Routeway

Our Lady of the Wayside Catholic Primary School

	Word	Sentence Structure	Punctuation	Terminology
Year 1	<ul style="list-style-type: none"> Regular plural noun suffixes -s or -es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example <i>unkind</i> or <i>undoing; untie the boat</i>] 	<ul style="list-style-type: none"> How words can combine to make sentences (single clause sentence) Joining words using <i>and</i> Joining clauses using <i>and</i> (multi-clause sentence) Identify nouns, verbs and adjectives in sentences Begin to use adjectives for description (the <i>black</i> cat) Begin to use present tense and past tense correctly in their writing Features of written Standard English- use 'a' and 'an' correctly 	<ul style="list-style-type: none"> Leaving space between words Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names of people, places, days of the week Capital letter for the personal pronoun I 	<p>letter, capital letter</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>personal pronoun.</p> <p>adjective</p> <p>past tense and present tense.</p> <p>single clause and multi-clause sentences</p> <p>word, singular, plural</p>
Year 2	<ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as -ful, -less 	<ul style="list-style-type: none"> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Identify adverbs in sentences Use adverbs for description (-ly words) 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contraction / omission) 	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>adjective, adverb, verb</p> <p>subject verb agreement</p> <p>tense (past, present, simple, progressive)</p>

	<ul style="list-style-type: none"> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Use sentences with different forms: statement, question, exclamation or command How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing 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>] Features of written Standard English- subject verb agreement 	<ul style="list-style-type: none"> Apostrophes to mark singular possession in nouns [for example, <i>the girl's name</i>] 	<p>apostrophe, possession, omission, contraction comma</p> <p>subordination, co-ordination</p> <p>suffix</p>
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Year 3

<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] • Use of 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</i> rock, <i>an</i> open box] • Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>] • Expressing time, place and cause using adverbs [for example, <i>then, next, soon, therefore</i>] • Expressing time, place and cause using prepositions [for example, <i>before, after, during, in, because of</i>] • 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>) • Extend a range of sentences with more than one clause by using a wider range of conjunctions - when, if, because, although • Secure use of 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</i> rock, <i>an</i> open box] 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<p>preposition conjunction clause, subordinate clause</p> <p>direct speech consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p> <p>present perfect tense</p>
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Year 4	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s 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>] 	<ul style="list-style-type: none"> 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>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition The grammatical difference between plural and possessive -s 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>] Use of commas after fronted adverbials 	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial, fronted adverbial</p>
Year 5	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] 	<ul style="list-style-type: none"> Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> (<i>relative pronouns</i>), or an omitted relative pronoun Indicating 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>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<p>modal verb</p> <p>relative pronoun, relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

		<p>and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <ul style="list-style-type: none"> • Begin to use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely 		
Year 6	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] • How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>] 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech] 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • 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>] 	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

		<ul style="list-style-type: none"> • 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</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis • Use the perfect form of verbs to mark relationships of time and cause 		
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