

**Grammar progression across year groups**



Below are the EGPS foci for each year group. They can be taught in any order, but aim for progression and for children to build up their skills across the year.

These have been taken from the new National Curriculum.

	<u>KS1</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Word</b>	<p>Word classes – nouns, verbs, adjectives, adverbs</p>	<p>Word classes - nouns, proper nouns, verbs, adverbs, prepositions, pronouns</p> <p>Introduce the term Articles (a/ an/ the)</p> <p>Adjectives for verbs, adverbs and nouns</p> <p>Verb Inflections (endings of verbs)</p> <p>Antonyms</p> <p>Word families – groups of words that have a common feature or pattern</p>	<p>Word classes - nouns, proper nouns, verbs, adverbs, prepositions, pronouns, possessive pronouns, articles (a, an, the), determiners</p> <p>Nouns and modified nouns</p> <p>Abstract and collective nouns</p> <p>Synonym</p> <p>Pronouns and nouns</p> <p>Finite verbs e.g. Hannah did the dishes – did is finite, stands alone in the sentence</p> <p>Infinitive verbs do not stand alone e.g. Hannah will do the dishes.</p> <p>Verb Inflections – looking at plurals (-es, -er)</p>	<p>Word classes - nouns, proper nouns, verbs, adverbs, prepositions, pronouns, possessive pronouns, relative pronouns, articles (a, an, the), determiners, modal verbs</p> <p>Homophones and homonyms</p> <p>Synonyms and antonyms</p>	<p>Word classes - nouns, proper nouns, verbs, adverbs, prepositions, pronouns, possessive pronouns, relative pronouns, articles (a, an, the), determiners, modal verbs</p> <p>Verb inflections</p> <p>Homophones and homonyms</p> <p>Synonyms and antonyms</p>
<b>Sentence</b>	<p>Use of statements, questions, exclamations and commands</p> <p>Co-ordinating conjunctions (or, and, but)</p> <p>Subordinating conjunctions (if, that, because)</p> <p>Noun phrases (e.g. the blue butterfly)</p>	<p>Sentence – (phrase, clause, subordinate clause)</p> <p>Conjunctions- co-ordinating (and, but, so)</p> <p>Subordinating conjunctions (e.g. when, if, because, although, however)</p> <p>Expressing time and cause through conjunctions (e.g. when, before, after) adverbs (e.g. then, next, so) and prepositions (e.g. before, after, during)</p> <p>Time subordination to open sentences (e.g. When I finished dinner,... After we had an ice cream,)</p> <p>Noun phrases and objects</p> <p>Expanded noun phrases</p>	<p>Conjunctions- co-ordinating (and, but, so) Year 3 revision</p> <p>Subordinating conjunctions (because, but, while, so, when)</p> <p>Tenses</p> <p>Main and Subordinate clauses</p> <p>Adverbial and prepositional phrases, including fronted adverbials</p> <p>Variety in length, subject and structure of sentences</p> <p>Noun phrases</p>	<p>Use of modals (tense choice appropriate with verb forms varied and generally accurate, including the use of modals to express prediction, possibility, permission e.g. should, might, could)</p> <p>Adverbial and prepositional phrases (revision from year 4), including fronted</p> <p>Main and subordinate clauses</p> <p>Position of subordinate clauses to create effect</p> <p>Use relative clauses beginning with who, which, where, why or whose</p> <p>Variety of sentence length, structure and subject to help expand ideas, convey key issues or provide emphasis, detail and description</p> <p>Active and Passive (subject, verb, object)</p>	<p>Use of modals (tense choice appropriate with verb forms varied and generally accurate, including the use of modals to express prediction, possibility, permission e.g. should, might, could)</p> <p>Subject and object of sentences</p> <p>Relative clauses beginning with pronouns (who, which, where, when, whose, that)</p> <p>Parenthesis (brackets and dashes)</p> <p>Subjunctive form</p> <p>Active/ passive voice</p>

	<u>KS1</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Text</b>	<p>Present and past tense including progressive form</p>	<p>Begin to use paragraphs for new time, new place</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).</p> <p>Tenses (including some irregular verbs)</p>	<p>Progressive forms of verbs</p> <p>Present perfect form of verbs as opposed to past tense (revision of year 3)</p>	<p>Perfect forms of verbs</p> <p>Auxiliary verbs (form tenses, moods, voices e.g. be, do, have)</p> <p>Participles (present and past) Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly)</p> <p>Devices to build cohesion within a paragraph (adverbials, pronouns, conjunctions, synonyms)</p> <p>Tenses - past, present, future</p>	<p>Tense consistency</p> <p>Past progressive form - tense</p> <p>Participles (present and past) Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly)</p> <p>Devices to build cohesion within a paragraph (adverbials, pronouns, conjunctions, synonyms)</p>
<b>Punctuation</b>	<p>Accurate use of full stops and capital letters in most sentences</p> <p>Question marks mostly correctly</p> <p>Exclamation marks</p> <p>Commas for a list (GD)</p> <p>Apostrophes for contractions (GD)</p> <p>Apostrophes for singular possession (GD)</p>	<p>Punctuation – capital letters, full stops, question mark, exclamation mark, commas for a list, commas after fronted adverbials</p> <p>Apostrophes for contraction</p> <p>Apostrophes for possession (singular and plural)</p> <p>Inverted commas to punctuate direct speech (not necessarily using new line for new speaker)</p> <p>Fronted adverbials with a comma</p>	<p>Punctuation – capital letters, full stops, question mark, exclamation mark, commas for a list, commas after fronted adverbials , commas to separate clauses</p> <p>Apostrophes for contraction</p> <p>Apostrophes for possession (singular and plural)</p> <p>Inverted commas to punctuate direct speech (not necessarily using new line for new speaker)</p>	<p>Punctuation – capital letters, full stops, question mark, exclamation mark, commas for a list, commas after fronted adverbials , commas to separate clauses, commas to clarify meaning or avoid ambiguity, commas for parenthesis (brackets and dashes GD)</p> <p>Speech marks to punctuate direct speech with new line for new speaker</p>	<p>Punctuation – capital letters, full stops, question mark, exclamation mark, commas for a list, commas after fronted adverbials , commas to separate clauses, commas to clarify meaning or avoid ambiguity, commas, brackets, dashes for parenthesis, commas affecting meaning, ellipses</p> <p>Use a range of punctuation appropriately to add humour or enhance description</p> <p>Use of the semi colon, colon and dash to indicate a stronger sub division of a sentence than a comma</p> <p>Hyphens</p> <p>Punctuation and bullet points to list information</p> <p>Speech marks to punctuate direct speech with new line for new speaker</p>