

Teaching Grammar to Improve Writing in Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 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</p> <p>W2 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>W3 How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>S1 How words can combine to make sentences</p> <p>S2 Joining words and joining clauses using <i>and</i></p>
Text	T1 Sequencing sentences to form short narratives
Punctuation	<p>P1 Separation of words with spaces</p> <p>P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 Capital letters for names and for the personal pronoun <i>I</i></p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

The colour coding reflects the emphasis that should be placed on this aspect of the grammar curriculum.

Red: heavy focus

These statements are fundamental to improving writing and will support children to improve written outcomes across most genres of writing. Opportunities should be found in every unit to teach these statements (with the possible exception of poetry units).

Purple: medium focus

These statements will improve specific aspects of writing. Opportunities to teach these statements should be found in at least one unit each term (with the possible exception of poetry units).

Green: light focus

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Teaching Grammar to Improve Writing in Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>W2 Formation of adjectives using suffixes such as –ful, –less</p> <p>W3 Use of the suffixes –er, –est in adjectives</p> <p>W4 and the use of –ly in Standard English to turn adjectives into adverbs</p>
Sentence	<p>S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>T4 Correct choice and consistent use of present tense and past tense throughout writing</p> <p>T5 Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Punctuation	<p>P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P2 Commas to separate items in a list</p> <p>P3 Apostrophes to mark where letters are missing in spelling</p> <p>P4 and to mark singular possession in nouns [for example, the girl's name]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

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Teaching Grammar to Improve Writing in Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>W2 Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>W3 Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<p>Expressing time, place and cause using</p> <p>S1 conjunctions [for example, when, before, after, while, so, because],</p> <p>S2 adverbs [for example, then, next, soon, therefore], or</p> <p>S3 prepositions [for example, before, after, during, in, because of]</p>
Text	<p>T1 Introduction to paragraphs as a way to group related material</p> <p>T2 Headings and sub-headings to aid presentation</p> <p>T3 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	P1 Introduction to inverted commas to punctuate direct speech
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

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Teaching Grammar to Improve Writing in Year 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 The grammatical difference between plural and possessive –s</p> <p>W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>
Sentence	<p>S1 Noun phrases expanded by the addition of modifying adjectives, nouns and</p> <p>S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>S3 Fronted adverbials [for example, Later that day, I heard the bad news.]</p>
Text	<p>T1 Use of paragraphs to organise ideas around a theme</p> <p>T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>P1 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</p> <p>P2 Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>P3 Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

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Teaching Grammar to Improve Writing in Year 5

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>W1 Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>W2 Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>
Sentence	<p>S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>S2 Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>S3 or modal verbs [for example, might, should, will, must]</p>
Text	<p>T1 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>T2 Linking ideas across paragraphs using adverbials of time [for example, later],</p> <p>T3 place [for example, nearby]</p> <p>T4 and number [for example, secondly]</p> <p>T5 or tense choices [for example, he had seen her before]</p>
Punctuation	<p>P1 Brackets,</p> <p>P2 dashes or commas to indicate parenthesis</p> <p>P3 Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

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Teaching Grammar to Improve Writing in Year 6

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p style="color: red;">W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p style="color: red;">W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p style="color: purple;">S1 Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p style="color: red;">S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?,</p> <p style="color: green;">S3 or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
Text	<p style="color: red;">T1 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 on the other hand, in contrast, or as a consequence],</p> <p style="color: purple;">T2 and ellipsis</p> <p style="color: purple;">T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p style="color: purple;">P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p style="color: purple;">P2 Use of the colon to introduce a list and use of semi-colons within lists</p> <p style="color: purple;">P3 Punctuation of bullet points to list information</p> <p style="color: purple;">P4 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

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