Primary Grammar Curriculum –

All page and unit references refer to "*Grammar for Writing*" (Pg = page U = unit)

🟩 Adverb/ Adverbial Phrase	🟨 Purpose	🟦 Paragraphs
🟦 Basics	🟩 Spelling	🟥 Passive Active Voice
🟪 Complex Sentences	🟪 Punctuation	⬜ Past and Present Tense
🟧 Dialogue and Contracted Forms		

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
1	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog, dogs; wish, wishes*], 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 root words (e.g. *helping, helped, helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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2	Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding [for example, *whiteboard, superman*] Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er, –est* in **adjectives** and the use *of –ly* in Standard English to turn adjectives into **adverbs**	**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] **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, *she is drumming, he was shouting*]	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. Apostrophes to mark singular possession in nouns [for example, *the girl's name*]	noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

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3	**REVISION** • Revision of verbs: Pg 34 U1 • Past and present tense: Pg 36 U2 • 1st, 2nd & 3rd person verbs Pg 60 U14 Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*] 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*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	**REVISION** • Question & Exclamation marks Pg 38 • Commas in a list Pg 46 Expressing time, place and cause using **conjunctions** Pg 66 U17, Pg 68 U18 [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*] Pg 120 U42	Introduction to paragraphs as a way to group related material Pg 48 U8 Headings and sub-headings to aid presentation Pg42 U5 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*]	Introduction to inverted commas to punctuate direct speech	preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

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4	**REVISION** • Powerful verbs Pg 78 U22 • Adjectives Pg 86 U26 The grammatical difference between **plural** and **possessive** –*s* Pg 54 U11 Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*) Pg 74 U20, Pg 76 U21	**REVISION** • Sentence structure & word order Pg 90 U28 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) Fronted adverbials (for example, *Later that day, I heard the bad news*.) Pg 80 U23	**REVISION** • Question statements Pg 96 U31 • Connectives Pg 98 U32 Use of paragraphs to organise ideas around a theme Pg 84 U25, Pg 92 U29 Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	Use of inverted commas and other **punctuation** to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*) **Apostrophes** to mark **plural** possession (e.g. *the girl's name, the girls' names*) Pg 88 U27 Use of commas after **fronted adverbials**	determiner pronoun, possessive pronoun, adverbial

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5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g -*ate*; –*ise*; –*ify*) Pg 94 U30 **Verb prefixes** (e.g. *dis–, de–, mis–, over–* and *re–*)	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Pg 135 U47 Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** Pg 142 U51 (e.g. *might, should, will, must*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Pg 112 U38 Linking ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. for example, *nearby*) and number (e.g., *secondly*) or tense choices (e.g. he *had* seen her before)	**REVISION** • Direct & reported speech Pg 108 U36 Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity

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6	**REVISION** • Prefixes and suffixes The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in – enter*) Pg 102 U33, Pg 138 U49 How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*)	**REVISION** • Prepositions/prepositional phrases Pg 120 U42 Use of the **passive** Pg 128 U45, Pg 136 U48 to affect the presentation of information in a **sentence** (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were*, or, *were they* to come in some very formal writing and speech)	Linking ideas across paragraphs Pg 144 U52 using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (e.g. the use of adverbials such as *on the other hand, in contrast*, or *as a consequence*), and **ellipsis** Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)	**REVISION** • All punctuation types. Particular focus on possessive apostrophe and contractions. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It's raining; I'm fed up*) 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 (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)	subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points