

Grammar Teaching at Senacre Wood Primary School.

Please note that these are Termly suggestions are flexible according to class text, enquiry or chosen writing vehicle for that unit. This document is highlighted by teaching teams once a term to provide coverage and this is then cross referenced with Learning Ladder Assessments and in Subject Leader and SLT book checks. We use Scholfield and Sims grammar scheme to differentiate, underpinned by CGP question books to assess skills for children finding grammar a challenge.

Early Years	T1	T2	T3	T4	T5	T6
Aims:	In Early Years, it is important to begin to lay the ground for teaching the terminology and punctuation which will come later. Areas of focus: <ul style="list-style-type: none"> building experiences during and about which the child can express himself; building confidence to speak in sentences; building new vocabulary; learning the names of things and beginning to describe them; beginning to understand what the terms <i>letter, word and sentence</i> mean. 					
G1 / word classes	know the names of members of the class; read and write lower case and upper case letters for proper nouns; label objects in the learning environment	use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories	know that names begin with a capital letter; know that the personal pronoun 'I' has a CL	talk about actions; know some 'doing' words which describe actions e.g. I am <i>jumping</i> ; begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. <i>hopping, skipping, curling, weaving</i>	orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
G2 Sentence functions	listen to a variety of sentence models which include statement, question, command and explanation – in stories and information texts and in class talk; point to the question mark when reading big books together; model the word <i>question</i> e.g. <i>I'm going to ask you a question; Who can answer this question?</i>					
G3 Combining words, phrases and clauses	model simple oral sentences as examples of clear units of meaning	encourage children to speak in meaningful sentences; expand responses with some detail	use the word <i>and</i> to join ideas together; model oral use of <i>but, or</i> and <i>because</i> as useful joining words	read and write sentences together in shared reading and shared writing; count the words in a sentence	make oral sentence chains, child after child, each making a contribution; read early conjunctions on word cards	with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences
G4 Verb tenses	orally respond to child's error with correct verb form	read stories to model past tense verb form; talk together about pictures to model present tense verb form	also model verbs in progressive form e.g. <i>Jack is running; Samir was singing.</i>	when writing a shared sentence, ask child to check verb tense e.g. <i>Should we say Kitty dranked her milk?</i> ; make deliberate errors and edit together	continue to respond to child's error with correct verb form; respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	make corrections of pupil's oral and written errors, with a focus on oral correction e.g. <i>We come out to play; You came out to play did you?</i>
G5 Punctuation	model CL and FS in classroom environment; read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence		during shared sentence writing, emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS	use big books or shared texts which include an exclamation mark to show surprise	continue to ask children to help you write sentences together: <i>What do we need to put at the end? What have I left out?</i>	encourage and praise children for remembering to use a CL and FS when they write their own sentences
G6 Vocabulary	learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; read rhymes and poems to hear rhyming words		expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. <i>under, next to, behind</i>	expand vocabulary by offering a wide range of rich texts; read aloud to children; read more rhymes and poems to enjoy new words; clarify misconceptions of word meanings continue to refine word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary about nature	

Year 1	T1	T2	T3	T4	T5	T6
Aims:	<p>In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child's general confidence to understand and use language, and by building his understanding of the concepts behind that terminology. He needs to be familiar with the sound and concept of a sentence before he can be expected to punctuate it. Areas of focus:</p> <ul style="list-style-type: none"> building further experiences during and about which the child can express himself; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for himself. 					
G1 / word classes	know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. <i>forest, garden, kitchen, England</i>	use describing words for objects in the environment, both in and out of the classroom; understand the terms <i>describe</i> and <i>describing words</i>	know that names of places begin with a CL e.g. town, county, country; know that the personal pronoun 'I' has a CL, and use in own writing	talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing	reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people	orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; listen to stories which include adverbs to describe characters' actions
G2 Sentence functions	listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together		model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions	
G3 Combining words, phrases and clauses	model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory	draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> ; model re-reading to check sense	orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g. by sequence of pictures	read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas	make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence	compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence
G4 Verb tenses	orally respond to child's error with correct verb form; read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i>	draw child's attention to the <i>past</i> when talking about texts together, or when teaching spelling of words ending in <i>ed</i> ; model re-reading to check sense	find verbs ending with <i>ed</i> when reading texts together; reinforce understanding of the words <i>in the past</i> , showing that the event has already happened	during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked;</i> re-read sense of sentences	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'I done' - 'You did that, did you?'</i> Read and write common irregular past tense verbs e.g. <i>came, was, took</i>	continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made</i>
G5 Punctuation	know that sentences begin with CL; recognise and sometimes use ? and ! in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation		remember also to use CL for names of people and personal pronoun 'I'; model the words <i>question</i> and <i>exclamation</i> ; model writing ? and ! during shared writing; dictate short sentences which include ? and !		ask children to help you write sentences together: <i>What do we write at the end of this question?</i> ; edit sentences: <i>What have I left out? What mistake have I made?</i> ; encourage and praise children for remembering to use a CL and FS when they write their own sentences	
G6 Vocabulary	name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. <i>purple, turquoise, brown</i> days of the week; months of the year; read rhymes and poems to hear rhyming words		expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...	expand vocabulary by offering a wide range of rich texts which children hear read aloud; read and sometimes recite more rhymes and poems to enjoy and discuss new words; clarify child's misconceptions of word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary related to cross-curricular topics	

Year 2	T1	T2	T3	T4	T5	T6
Aims:	<p>In Year 2 the child will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to him. Areas of focus:</p> <ul style="list-style-type: none"> applying what he knows about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions. 					
G1 / word classes	introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL	use adjectives to describe nouns e.g. <i>a rough stone</i> ; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions	continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. <i>crawling, jumping, skipping</i> in P.E.	identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing	cloze procedure sentences – select a suitable adjective / verb / noun; sentence – identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction	during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. <i>fast</i>
G2 Sentence functions	identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not		play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types	
G3 Combining words, phrases and clauses	model oral and written sentences as examples of clear units of meaning; coordinate some sentences using <i>and, or, but</i> ; write simple dictated sentences from memory	introduce modelling of oral and written sentences using early subordination, with conjunctions <i>when, if and because</i> ; write about real events	compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory	write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences	revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
G4 Verb tenses	be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with <i>ed</i> when reading texts together; spell words ending with <i>ed</i>	during shared writing, model sentences using both present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i>	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. ' <i>We was</i> ' - ' <i>Were you?</i> ' or ' <i>I done</i> ' – ' <i>You did, did you?</i> '; continue to practise adding the suffix <i>ed</i> e.g. <i>hummed</i>	expand range of common irregular past tense verbs which can be spoken, read and written e.g. <i>gave, shook, broke, sang, drove, swam</i>	change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense	continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
G5 Punctuation	establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during shared writing and when reading texts together; model apostrophe for omission		use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. <i>can't, didn't</i> ; use KS1 punc' fans to practise making selections; identify some commands which do not need !		write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use apostrophe to mark singular possession; revise commas in a list	
G6 Vocabulary	revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. <i>silver, mauve, navy</i> ; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing		expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions	expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings	build vocabulary about the wider world through outings and outdoor walks, talks by visitors; refine vocabulary related to cross-curricular topics	

Year 3	T1	T2	T3	T4	T5	T6
Aims:	In Year 3, the terminology introduced in Year 2 will need further application and consolidation, particularly word classes and their use within spoken and written contexts. Children will expand their repertoire of familiar punctuation as they begin to explore more complex sentence structures.					
G1 / word classes	review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places	introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; consolidate meaning of vowel and consonant	identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences	find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards	confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. <i>Do they make the sentence stronger? How?</i>
G2 Functions of Sentences	model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag		write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement		make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy	
G3 Combining words, phrases and clauses	during shared writing, model a range of sentence structures, some which include subordination; play 'Is it a sentence or not?' regularly	collect a bank of coordinating and subordinating conjunctions; identify the main clause	express time, place and cause using a range of conjunctions e.g. <i>when, before, after, while, so, because</i> ; become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards		practise using adverbials to open some sentences; know how to use the comma accordingly; discuss and evaluate chosen conjunctions	use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing
G4 Verb forms, tense and consistency	revise words in the past tense with regular <i>ed</i> suffix; revise words ending in <i>ing</i> – progressive form	collect a bank of irregular past tense verb forms; change these from present to past e.g. <i>catch/caught</i> ; match word cards	identify the tense of a given extract; convert sentences from one tense to another; continue to build irregular verb bank	sometime use the present /past perfect e.g. <i>He has/had gone out to play</i> , with a focus on spoken accuracy first	maintain consistency of tense in narrative / report writing; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading
G5 Punctuation	identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans	revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns	learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to simple dictated sentences	know how to use the comma before closing inverted commas, in direct speech; continue to use apostrophes in a range of contexts	demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for omission and possession	begin to use a comma to separate main clause from subordinate clause; match words in contracted form to their equivalent e.g. <i>could've = could have</i>
G6 Vocabulary	revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies</i> ; collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i> ; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary		learn to read and spell some words with a prefix, discussing what that prefix means e.g. <i>super-, anti-, dis-, mis-, in-</i> ; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary	
G7 Standard English and formality	revise correct use of adverbs, to conform to Standard English e.g. <i>She ran quickly; they did well</i> ; role-play the voice of a king / mayor / duchess, using formal language		identify the subject of a sentence; make sure verb matches the subject e.g. <i>We were going; Where were you? They did their homework.</i>			in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally

Year 4	T1	T2	T3	T4	T5	T6
Aims:	In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.					
G1 / word classes	review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums	introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing	ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i> ; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i>	vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context	identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i>	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; play games to consolidate four key word classes
G2 Functions of Sentences	compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation		play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands		independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing	
G3 Combining words, phrases and clauses	during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions	readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives'	during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. <i>however, secondly, when, before, after, while, because of, due to, as a result of</i> , or the use of fronted adverbials; play games to select conjunctions in given contexts		discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process
G4 Verb forms, tense and consistency	revise the present perfect / past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy; sort sentence cards between simple / perfect tense	revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned	identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading	write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form	maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another
G5 Punctuation	revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i>	revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ? ; use punctuation fans during class game, to make best choice	demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
G6 Vocabulary	collect nouns made from verbs using the suffixes -ation and -sion e.g. <i>admiration, decision</i> ; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics		define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; discuss adverbials in own and others' writing; collect conjunctions in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. <i>Where were / was you?</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>Don't nobody get on the bus</i> ; model accurate use of Standard English in dictated sentences		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language	

Year 5	T1	T2	T3	T4	T5	T6
Aims:	In Year 5, children will expand the range of more complex sentence structures to include relative clauses and embedded clauses. This necessitates the punctuation and control of parenthesis. With guidance, they will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will consolidate their knowledge of further word classes introduced in Years 3 and 4, and their understanding of different verb forms.					
G1 / word classes	review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i> ; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes	identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases	find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. He was <i>in bed</i> / I met them <i>after the party</i> .	model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught	also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; <i>How?</i> ; play games to consolidate word classes
G2 Functions of Sentences	play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark	identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation		
G3 Combining words, phrases and clauses	during shared writing, model relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy <u>who</u> lives next door.</i>	collect a bank of relative pronouns (/ conjunctions) in writing journal e.g. <i>which, who, that</i> ; dictate sentences which include relative clauses	identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. <i>the day after, eventually, all of a sudden</i> ; highlight cohesive devices in non-fiction and fiction texts	provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately	write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences	
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>could, may</i> , (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty; revise spellings of regular and irregular past tense verbs	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i>	identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1 st or 3 rd person in shared or guided reading, and discuss tenses used	experiment with writing from 1 st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense	maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences which include modal verbs	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms useful and relevant to own writing
G5 Punctuation	model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear	revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i>	edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; use punc' fans	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans	use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity
G6 Vocabulary	discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>tolerance (tolerant)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> ; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal	refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings		
G7 Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i>	in spoken and written contexts, apply known rules of Standard English to practise formal language		

Year 6	T1	T2	T3	T4	T5	T6
Aims:	In Year 6, children will consolidate and apply the wide range of grammatical terminology gained thus far, and learn some new terms. They will demonstrate more control to write a wide range of sentence structures, and will improve their punctuation of parenthesis. They will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will be able to recognise and understand different verb forms. Children will gain further precision in their vocabulary.					
G1 / word classes	sort banks of nouns to identify common, proper, collective and abstract e.g. <i>strength, horror</i> ; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. <i>hollow</i>	identify synonyms and antonyms; identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect	find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time	practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing	
G2 Functions of Sentences	play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts		identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question is reported or whether it needs a ? e.g. <i>He asked her to sit down.</i>		identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action	
G3 Combining words, phrases and clauses	during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i>	identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences	identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph		write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences	read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems
G4 Verb forms, tense and consistency	identify modal verbs in sentences e.g. <i>should, may</i> , (also adverbs e.g. <i>possibly</i>); discuss their degree of certainty; revise spellings of a wide set of regular and irregular past tense verbs e.g. <i>bought, brought</i>	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i>	identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person in shared or guided reading; discuss the effect of the tense used; dictate sentences which model different verb forms	convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i> ; edit and improve given examples	compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts	employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1 st or 3 rd person when reading
G5 Punctuation	use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear	model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences	identify and model use of hyphen e.g. <i>man-eating shark</i> ; revise use of possessive apostrophe for singular plural nouns e.g. <i>Tom's pen, factories' chimneys, children's pet</i>	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans	use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity	
G6 Vocabulary	discuss and collect further nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>innocence (innocent)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary		refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings	
G7 Standard English and formality	confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement		identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i>		apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i>	