



Grammar Progression



	Year 1	Year 2
AT1	<p><i>Separation of words with spaces</i></p> <p><i>Capital letters</i></p> <p><i>Full stops</i></p> <p><i>Nouns, adjectives and verbs</i></p>	<p><i>Recap and retrieve Y1 objectives</i></p> <p><i>Expanded noun phrases</i></p> <p><i>Commas</i></p> <p><i>Compound nouns</i></p>
AT2	<p><i>Capital letters for names, people, places, days of the week and for the personal pronoun 'I'</i></p> <p><i>Joining words and joining clauses using 'and'</i></p>	<p><i>Recap and retrieve</i></p> <p><i>Co-ordination: 'or', 'and', 'but'</i></p> <p><i>Subordination: 'when', 'if', 'because', 'that'</i></p>
Sp1	<p><i>Singular and plural</i></p> <p><i>Regular plural noun suffixes -s or -es</i></p> <p><i>Question marks and exclamation marks</i></p>	<p><i>Apostrophes to mark singular possession</i></p> <p><i>Formation of nouns using suffixes -ness, er etc</i></p> <p><i>Command, question, statement, exclamation</i></p>
Sp2	<p><i>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</i></p> <p><i>How the prefix -un changes the meaning of verbs and adjectives</i></p>	<p><i>Past and present tense</i></p> <p><i>Progressive form</i></p> <p><i>Formation of adjectives using suffixes -ful and -less</i></p> <p><i>-ly to turn adjectives into adverbs</i></p> <p><i>Apostrophes for contraction</i></p>
Su1	<i>Embed into writing.</i>	<i>Embed into writing.</i>
Su2	<i>Embed into writing.</i>	<i>Embed into writing.</i>

	Year 3	Year 4
AT1	<p><i>Nouns, adjectives, verbs, adverbs</i></p> <p><i>Commands, questions, statements, exclamations</i></p> <p><i>Apostrophes for singular possession and contraction</i></p>	<p><i>Difference between plural and possessive -s</i></p> <p><i>Apostrophes for plural possession</i></p> <p><i>Noun phrases expanded by the addition of modifying adjectives and nouns</i></p> <p><i>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)</i></p>
AT2	<p><i>Formation of nouns using a range of prefixes e.g. -super, -anti, -auto</i></p> <p><i>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because) or prepositions (e.g. before, after, during, in, because of)</i></p> <p><i>Begin to use commas to identify clauses and phrases</i></p>	<p><i>Fronted adverbials</i></p> <p><i>Use commas after fronted adverbials</i></p> <p><i>Noun phrases expanded by the addition of prepositions</i></p> <p><i>Use a mixture of grammatically accurate simple, compound and complex sentences</i></p> <p><i>Use of conjunctions and commas to mark clauses</i></p>
Sp1	<p><i>Introduction to inverted commas to punctuate direct speech</i></p> <p><i>Headings and subheadings to aid presentation</i></p> <p><i>Paragraphs: reports/instructions: paragraphs for each section of the report with the use of headings and subheadings</i></p>	<p><i>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)</i></p>
Sp2	<p><i>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</i></p> <p><i>Paragraphs to signal changes in setting</i></p> <p><i>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)</i></p>	<p><i>Paragraphs to organise ideas around a theme</i></p> <p><i>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</i></p>
Su1	<i>Embed into writing</i>	<i>Embed into writing</i>
Su2	<i>Embed into writing</i>	<i>Embed into writing</i>