

Teaching Grammar to Improve Writing in Year 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	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 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>) 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>]
Sentence	S1 How words can combine to make sentences S2 Joining words and joining clauses using <i>and</i>
Text	T1 Sequencing sentences to form short narratives
Punctuation	P1 Separation of words with spaces P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences P3 Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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

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Teaching Grammar to Improve Writing in Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
Word	W1 Formation of nouns using a range of prefixes [for example super–, anti–, auto–] 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] W3 Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]
Text	T1 Introduction to paragraphs as a way to group related material T2 Headings and sub-headings to aid presentation 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]
Punctuation	P1 Introduction to inverted commas to punctuate direct speech
Terminology for pupils	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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Teaching Grammar to Improve Writing in Year 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	W1 The grammatical difference between plural and possessive –s 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]
Sentence	S1 Noun phrases expanded by the addition of modifying adjectives, nouns and S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	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!”] P2 Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] P3 Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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Teaching Grammar to Improve Writing in Year 5

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

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Teaching Grammar to Improve Writing in Year 6

Year 6: Detail of content to be introduced (statutory requirement)

Word	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] W2 How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	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)]. 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?, S3 or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	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], T2 and ellipsis T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	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] P2 Use of the colon to introduce a list and use of semi-colons within lists P3 Punctuation of bullet points to list information P4 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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