



Tranmere Park Primary School – Grammar Progression End of Year Expectations

Year	Word	Sentence	Text	Punctuation	Terminology
1	<p>Form plurals by adding -s or -es.</p> <p>Understand the prefix un- changes the meaning of verbs and adjectives (<i>e.g. unkind, undoing, untie</i>).</p> <p>Add ing, ed, er, est where no change is needed to the root word.</p>	<p>Use and to link words and sentences.</p>	<p>Sequence sentences to form short narratives.</p> <p>Leave spaces between words.</p>	<p>Full stops and capital letters to demarcate sentences.</p> <p>Capital letters for names and I.</p> <p>Begin to use question marks and exclamation marks.</p>	<p><i>letter</i></p> <p><i>capital letter</i></p> <p><i>word /sentence</i></p> <p><i>singular/plural</i></p> <p><i>punctuation</i></p> <p><i>full stop</i></p> <p><i>question mark</i></p> <p><i>exclamation mark</i></p> <p><i>prefix</i></p>
2	<p>Form compound nouns by joining words (<i>e.g. whiteboard, superman</i>).</p> <p>Turn adjectives into adverbs using suffix -ly.</p>	<p>Use coordinating conjunctions or and but and subordinating conjunctions when, where, if, that and because to join ideas in a sentence.</p> <p>Use expanded noun phrases to describe and specify, e.g. the blue butterfly.</p> <p>Use different forms: statement, question, exclamation, command.</p>	<p>Consistent and correct use of present and past tense throughout writing.</p> <p>Use of present progressive and past progressive to mark actions in progress (<i>She is drumming/ He was shouting</i>).</p>	<p>Commas for lists.</p> <p>Apostrophes for contraction (<i>eg don't</i>) and singular possession (<i>eg the girl's name</i>).</p> <p>Question marks and exclamation marks used confidently.</p>	<p><i>noun, noun phrase</i></p> <p><i>adjective</i></p> <p><i>verb</i></p> <p><i>adverb</i></p> <p><i>present/past tense</i></p> <p><i>comma</i></p> <p><i>apostrophe</i></p> <p><i>suffix</i></p>
3	<p>Form nouns using wider range of prefixes (<i>e.g. super-, anti-</i>).</p> <p>Use a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Recognise word families based on common words (<i>e.g. solve, solution, dissolve, insoluble</i>).</p>	<p>Recognise simple sentences and begin to recognise compound and complex sentences.</p> <p>Use wider range of conjunctions/adverbs/prepositions to link ideas: although, so, as, before, after, while then, next, soon, before, after, during, in.</p> <p>Recognise a noun/verb/adjective and adverb in a sentence.</p> <p>Know difference between a statement/command/question</p>	<p>Use paragraphs to group related material.</p> <p>Use headings and sub-headings for presentation.</p> <p>Use perfect form of verbs (<i>He has gone out to play</i>) as well as simple past (<i>He went out to play</i>).</p> <p>Begin to use pronouns to avoid repetition and add clarity and cohesion.</p>	<p>Inverted commas to punctuate direct speech.</p>	<p><i>consonant/vowel</i></p> <p><i>word family</i></p> <p><i>preposition</i></p> <p><i>conjunction</i></p> <p><i>pronouns</i></p> <p><i>paragraph</i></p> <p><i>main clause</i></p> <p><i>subordinate clause</i></p> <p><i>direct speech</i></p> <p><i>inverted commas</i></p>



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<p>4</p>	<p>Recognise difference between plural and possessive –s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms (<i>e.g. we were instead of we was, I did instead of I done</i>).</p>	<p>Expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</p> <p>Use fronted adverbials as sentence openers (<i>Later that day, I heard the bad news.</i>)</p>	<p>Confident choice of pronoun or noun to aid cohesion and avoid repetition.</p> <p>Recognise difference between the first person and third person.</p> <p>Recognise difference between spoken/written English (<i>eg use contractions for spoken English</i>)</p>	<p>Commas after fronted adverbials</p> <p>Correct punctuation for dialogue (e.g. a comma after the reporting clause).</p> <p>Apostrophes for plural possession (<i>e.g. the girl's name/the girls' name</i>)</p>	<p><i>fronted adverbial</i> <i>determiner</i> <i>possessive pronoun</i> <i>first person</i> <i>third person</i> <i>dialogue</i> <i>spoken English</i> <i>written English</i></p>
<p>5</p>	<p>Use suffixes to convert nouns or adjectives into verbs (<i>e.g. –ate, –ise, –ify</i>).</p> <p>Recognise meaning of verb/noun prefixes (<i>e.g. dis-, de-, mis-, over-, and re-</i>).</p>	<p>Use relative clauses beginning with <i>who/which/where/why/whose/that</i>.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Consolidate use of coordinating conjunctions (<i>and/but/or</i>) and subordinating conjunctions to write compound and complex sentences with subordinate clauses.</p> <p>Recognise indirect and direct speech.</p> <p>Recognise difference between informal and formal language.</p>	<p>Use devices to build cohesion within a paragraph using: adverbials of time (<i>eg later</i>) adverbials of place (<i>eg nearby</i>) adverbials of number (<i>eg secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Apostrophes – consolidate correct use for possession (<i>singular and plural</i>) and contraction.</p>	<p><i>modal verb</i> <i>relative pronoun</i> <i>relative clause</i> <i>parenthesis</i> <i>bracket</i> <i>dash</i> <i>cohesion,</i> <i>ambiguity</i></p>
<p>6</p>	<p>Recognise difference between vocab typical of informal and formal speech and writing (<i>e.g. go in/enter; find out/discover; ask for/request</i>).</p> <p>Understand meaning of synonyms/antonyms/homophones</p>	<p>Recognise and use passive/active voice for effect.</p> <p>Recognise and use subjunctive forms for effect.</p>	<p>Use full range of layout devices (headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Semi-colons and colons (mark boundaries between independent clauses and start lists).</p> <p>Bullet points to list information</p> <p>Hyphens to avoid ambiguity (e.g man-eating shark/ man eating shark)</p>	<p><i>subject, object</i> <i>active, passive</i> <i>synonym,</i> <i>antonym</i> <i>colon, semi-colon</i> <i>bullet points</i> <i>hyphen</i> <i>ellipsis</i></p>