

GRAMMAR SCHEME of WORK

'Grammar is like a piano I play by ear. All I know about grammar is its power.'
Joan Didion

Each year group scheme of work is separated into terms taking into account progression of skills through the year building on prior knowledge. It may, however, be done in any order so that it fits a particular unit of work being taught – as long learning builds on prior knowledge and there is full coverage over the year.

Children will move at different paces through the scheme of work. It is, therefore, important that the content of earlier years is revised and subsequent years, particularly with those children who need consolidation of prior learning. You may also go beyond the content for a year group into the content of the next year where appropriate.

In planning grammar lessons it is important that the teacher takes account of:

- coverage of the scheme of work for the year
- grammar to be taught within a literacy unit of work
- writing assessment evidence of misconceptions or issues that have arisen



YEAR 1

TERMINOLOGY – to be taught and used.

word	sentence	letter	capital letter
full stop	punctuation	singular	plural
question mark	exclamation mark	caption	title

CONTINUOUS (grammatical awareness) – through guided reading, guided writing, shared reading, shared writing etc.

- To expect written text to make sense and to check for sense if it does not
- To use awareness of the grammar of a sentence to decipher new or unfamiliar words – for example, predict text from the grammar, read on, leave a gap and re read
- To draw on grammatical awareness to read with appropriate expression and intonation – for example, in reading to others, or to dolls, puppets etc
- To recognise full stops and capital letters when reading, and name them correctly
- To predict words from preceding words in sentences and investigate the sort of words that ‘fit’, suggesting appropriate alternatives – that make sense
- To read familiar texts aloud with pace and expression appropriate to the grammar – for example, pausing at full stops, raising voice for questions
- To know about word order – for example, by re ordering sentences, predicting words from previous text, grouping a range of words that might ‘fit’, and discussing the reasons why

TAUGHT GRAMMAR

SENTENCE STRUCTURE and PUNCTUATION

TERM 1

1. To know that words combine to make sentences and we separate words with spaces
2. To begin using the term sentence to identify sentences in text
3. To know that a line of writing is not necessarily the same as a sentence
4. To begin using full stops to demarcate sentences
5. To use a capital letter for names, the personal pronoun 'I' and for the start of a sentence
6. To write captions and simple sentences, and to re-read, recognising whether or not they make sense – for example, missing words, wrong word order etc

TERM 2

1. To recognise full stops and capital letters when reading and understand how they affect the way a passage is read
2. To continue demarcating sentences in writing, ending a sentence with a full stop
3. To use the term *sentence* appropriately to identify sentences in text – those demarcated by capital letters and full stops
4. To use capital letters for the personal pronoun 'I', for names and for the start of a sentence
5. To know how *and* can join words and join sentences by joining clauses

TERM 3

1. To know other common uses of capitalisation – for example, for personal titles (Mrs, Miss), headings, book titles, emphasis
2. To reinforce knowledge of the term *sentence* through reading and writing (from previous terms)
3. To add question marks to questions
4. To add exclamation marks to sentences for emphasis

YEAR 2

TERMINOLOGY –to be taught and used.

verb tense – past/present	adjective	noun/noun phrase
verb/ adverb	apostrophe	comma
speech marks	expression	statement
question	command	exclamation
accurate	heading	sub heading

CONTINUOUS – through guided reading, guided writing, shared reading, shared writing etc.

Grammatical awareness

- To use awareness of grammar to decipher new or unfamiliar words – for example, to predict from the text, to read on, leave a gap and re read
- To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks)
- To re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions

Sentence structure and punctuation

- To recognise and take account of commas and exclamation marks in reading aloud with appropriate expression
- To re-read own writing for sense and punctuation
- To investigate and recognise a range of other ways of presenting texts – for example, speech bubbles, enlarge, bold or italicised print, captions, headings and sub headings

TAUGHT GRAMMAR

TERM 1

GRAMMATICAL AWARENESS

1. To find examples, in fiction and non-fiction, of words and phrases that link sentences – *after, meanwhile, during, before, then, next, after a while*

SENTENCE STRUCTURE and PUNCTUATION

2. To revise knowledge about other uses of capitalisation – for example, for names, headings, titles, emphasis, and begin to use in own writing
3. To use a variety of simple organisational devices – for example, arrows, lines, boxes, keys to indicate sequences and relationships
4. To secure the accurate use of simple sentences in own writing using capital letters and full stops

TERM 2

GRAMMATICAL AWARENESS

1. To be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly – for example, *I am, the children are*
2. To use verb tenses with increasing accuracy in speaking and writing – for example, *catch/caught, see/saw, go/went* and to use past tense consistently for narration
3. To use a or an correctly in front of a noun (article)

SENTENCE STRUCTURE and PUNCTUATION

4. To identify speech marks in reading, understand their purpose, use the terms correctly
5. To use question marks and exclamation marks accurately to demarcate sentences
6. To use commas to separate items in a list
7. To write in clear sentences beginning to use subordination – *when, if, that, because* – and coordination – *or, and, but* – to make complex sentences
8. To understand how the grammatical patterns in a sentence indicate its function as a – statement, question, exclamation or command

TERM 3

GRAMMATICAL AWARENESS

1. To understand the need for accurate and consistent grammatical agreement, matching verbs to nouns/pronouns – for example, *I am, the children are* - using simple gender forms – for example, *his/her* – correctly

2. To consistently use standard forms of verbs in speaking and writing – for example, *catch/caught, see/saw, go/went* - and to use the past tense consistently for narration
3. To use the progressive form of verbs in the present and past tense to mark actions in progress – for example, *she is drumming, he was shouting*

SENTENCE STRUCTURE and PUNCTUATION

4. To turn statements into questions, learning a range of 'wh' words typically used to open questions (*what, where, when, who*) and to add question marks
5. To compare a variety of forms of questions from texts – *asking for help, asking the time, asking someone to be quiet*
6. To investigate and identify nouns in sentences and use expanded noun phrases for description and specification – for example, *the blue butterfly, the man in the moon, plain flour*
7. To consistently use subordination – *when, if, that, because* - and coordination - *or, and, but, to* - to make complex sentences
8. To begin to note speech marks in reading and to begin to use speech marks in writing
9. To use apostrophes to mark contracted forms in spelling (linked to spelling lesson)
10. To use apostrophes to mark singular possession in nouns -for example, *the girl's name*

YEAR 3

TERMINOLOGY – to be taught and used.

word family	conjunction	adverb
preposition	direct speech	prefix
inverted commas (<i>as an alternative to speech marks</i>)		consonant letter
vowel letter	clause	subordinate clause
collective noun	determiner	paragraph
personal pronoun	first/second/third person	

CONTINUOUS – through guided reading, guided writing, shared reading, shared writing etc.

Grammatical awareness

- To use the terminology consonant and vowel consistently in spelling words
- To use awareness of grammar to decipher new or unfamiliar words – for example, to predict from the text, read on, leave a gap and return. To use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.

Sentence structure and punctuation

- To use question marks and exclamation marks in reading, understanding their purpose and impact on expression
- To understand and comment on the purpose and effect of a range of devices for presenting texts – for example, speech bubbles, enlarged or italicised print, captions and headings, inset text
- To identify headings and sub headings to aid presentation
- To note where commas occur in reading and to discuss their functions in helping the reader; to use the term *comma*
- To understand other uses of capitalisation from reading – *names, headings, special emphasis, new lines in poetry*
- To understand the need for grammatical agreement in speech and writing – *i am, we are*

TAUGHT GRAMMAR

TERM 1

GRAMMATICAL AWARENESS

1. To investigate the function of verbs in sentences in more depth through:
 - noticing that sentences cannot make sense without them
 - collecting and classifying examples of verbs from reading and own knowledge – for example, *run, chase, sprint; eat, consume gobble; said, whispered, shrieked*
 - experimenting with changing simple verbs in sentences and discussing their impact on meaning
 - use the term verb appropriately
2. To use verb tenses with increasing accuracy in speaking and writing – for example, *catch/caught, see/saw, go/went*, etc. Use past tense consistently for narration. Use the present perfect form of verbs instead of simple past – for example, *'he has gone out to play'* contrasted with *'he went out to play'*

SENTENCE STRUCTURE and PUNCTUATION

3. To further develop the conventions of speech punctuation to punctuate direct speech through:
 - identifying speech marks/inverted commas in reading
 - using more consistently in own writing
 - using capital letters to mark the start of direct speech
4. To express time, place and cause using conjunctions – *when, before, after, while, because* – in writing and speaking, adverbs – *then, next, soon* – or prepositions – *before, after, during, in, because, of* – in writing and speaking
5. To revise use of determiners *a* or *an* according to whether the next words begins with a consonant or a vowel – *a rock, an open box*

TERM 2

GRAMMATICAL AWARENESS

1. To further develop the function of adjectives within sentences through:
 - identifying adjectives in shared reading
 - discussing and defining what they have in common – words with qualifying nouns
 - experimenting with deleting and substituting adjectives and noting effects on meaning
 - collective and classifying adjectives – for colours, sizes, moods etc
 - experimenting with the impact of different adjectives through shared writing
2. To extend knowledge and understanding of pluralisation through:
 - recognising the use of singular and plural forms in speech and through shared reading
 - transforming sentences from singular to plural and vice versa, noting which words have to change and which do not
 - using the terms singular and plural appropriately
3. To express time and cause using conjunctions – *when, before, after, while, because* – in writing and speaking, adverbs – *then, next, soon* – or prepositions – *before, after, during, in, because, of* – in writing and speaking
4. To develop the use of nouns through:
 - understanding the term ‘collective noun’ and collecting examples – experiment with inventing other collective nouns
 - noticing which nouns can be pluralised and which cannot – *trousers, rain etc*
 - recognising pluralisation as one test of a noun

SENTENCE STRUCTURE and PUNCTUATION

5. To understand the differences between verbs in the first, second and third person – for example *I/we do, you/you do, he/she/they do/does* – through:
 - collecting and categorising examples and noting the differences between the singular and plural persons
 - discussing the purposes for which each can be used
 - use the perfect form of verbs to mark relationships for time and cause – for example, *i have written it down so we can check what he said*
 - relating to different types of text – *first person for diaries, personal letters; second person for instructions, directions; third person for narrative, recounts*
 - experimenting with transforming sentences and noting which words need to be changed
6. To identify personal pronouns in a sentence and replace names with personal pronouns within a sentence

TERM 3

GRAMMATICAL AWARENESS

1. To express time and cause using conjunctions – *when, before, after, while, because* – in writing and speaking, adverbs – *then, next, soon* – or prepositions – *before, after, during, in, because, of* – in writing and speaking

SENTENCE STRUCTURE and PUNCTUATION

2. To introduce the use of paragraphs as a way to group related material
3. To identify the main clause and subordinate clause in a sentence
4. To become aware of the use of commas in marking grammatical boundaries within sentences
5. To use headings and sub headings to aid presentation

YEAR 4

TERMINOLOGY – to be taught and used.

pronoun	possessive pronoun	adverbial
powerful verb	colon	semi colon
hyphen		article
adverbial phrase (<i>fronted adverbial</i>)		determiner

CONTINUOUS – through guided reading, guided writing, shared reading, shared writing etc.

Grammatical awareness

- To re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions

Sentence structure and punctuation

- To identify the common punctuation marks including commas, semi colons, colons, dashes, hyphens, speech marks (inverted commas) and to respond to them appropriately when reading.

TAUGHT GRAMMAR

TERM 1

GRAMMATICAL AWARENESS

1. To identify pronouns and understand their functions in sentence through:
 - noticing in speech and reading how they stand in place of nouns
 - substituting pronouns for common and proper nouns in own writing
 - distinguishing personal pronouns (*i, you, him*) and possessive pronouns (*my, yours, hers*)
 - distinguishing the first, second, third person forms of pronouns (*i, me, we, you, she, her, them*) and investigating the context and purposes for using pronouns in different persons linked to previous work on first and third person
 - investigating how pronouns are used to mark gender (*he, she, they*) to ensure grammatical agreement in speech and writing of pronouns and verbs (*i am, we are*) in standard English
2. To identify the use of powerful verbs – hobbled instead of went – through cloze procedure
3. To identify adverbs and understand their functions in sentences through:
 - identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences
 - noticing where they occur in sentences and how they are used to qualify the meaning of verbs
 - collecting and classifying examples of adverbs – for example for speed: *swiftly, rapidly, sluggishly*; or for light: *brilliantly, dimly*
 - investigating the effects of substituting adverbs in clauses or sentences – *they left the house ...ly*
 - using adverbs with greater discrimination in own writing
4. To know what the article in a sentence is

SENTENCE STRUCTURE and PUNCTUATION

5. To continue to identify within sentences and write sentences with a main and subordinate clause in them, investigating what happens to the sentences with or without them
6. To practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing
7. To develop work on tenses through:
 - Rewriting sentences in past, present and future tenses
 - Identifying tense in writing
 - Investigating how different tenses are formed using auxiliary verbs – *have, was, shall will*

TERM 2

GRAMMATICAL AWARENESS

1. To revise and extend work on adjectives from Year 3 and to link to work on expressive and figurative language in stories and poetry through:
 - constructing adjectival phrases
 - examining comparative and superlative adjectives
 - comparing adjectives on a scale of intensity – *hot, war, tepid, lukewarm, chilly, cold*
 - relating them to the suffixes which indicate degrees of intensity - *-ish, -er, -est*
 - relating them to adverbs which indicate degrees of intensity – *very, quite, more, most* - and through investigating words which can be intensified in these ways and words which cannot
 - To expand noun phrases by modifying adjectives, nouns and preposition phrases – for example, '*the teacher*' expanded to '*the strict PE teacher with curly hair*'

SENTENCE STRUCTURE and PUNCTUATION

2. To continue to use the apostrophe accurately to mark singular and plural possession through:
 - identifying possessive apostrophes in reading and to whom or what they refer
 - understanding basic rules for apostrophising singular nouns – *the man's hat* – for plural nouns ending in 's' – *the doctors' surgery* – and for irregular plural nouns – *men's room, children's playground*
 - distinguishing between uses of the apostrophe for contraction and possession
 - beginning to use the apostrophe appropriately in their own writing
3. To recognise how commas are used for added information within a sentence and use in own writing
4. To identify clauses within sentences and the punctuation used to separate them
5. To develop the use of a wider range of connectives to structure a complex sentences – *if, since, while, although, when, because*
6. To further develop the accurate use of speech marks to punctuate direct speech including the use of the comma in the sentence
7. To continue to use paragraphs to organise ideas around a theme

TERM 3

GRAMMATICAL AWARENESS

1. To understand the grammatical difference between plural and possessive 's'

SENTENCE STRUCTURE and PUNCTUATION

2. To identify sentence types to understand how the grammar of a sentence alters when the sentence type is altered: when a statement is made into a question, when a question becomes an order, when a positive statement is made negative; noting:
 - the order of words
 - verb tenses
 - additions and/or deletions of words
 - changes to punctuation
3. To understand the use of connectives – *adverbs, adverbial phrases, conjunctions* – to structure an argument: *if ..., then; on the other hand ...; finally; so*
4. To further develop accurate use of paragraphs to organise ideas around a theme
5. To investigate fronted adverbials (also known as an adverbial phrase at the front of a sentence). Investigating the effect of on sentences of moving the adverbial to the front of the sentence and the use of commas after fronted adverbials – *later that day, I heard the bad news*
6. To know the use of and use a semi colon in a sentence to join ideas

YEAR 5

TERMINOLOGY – to be taught and used.

relative clause

parenthesis

reported speech

modal verb

bracket

cohesion

adjectival phrase

relative pronoun

dash

ambiguity

CONTINUOUS – through guided reading, guided writing, shared reading, shared writing etc.

Grammatical awareness

- To investigate word order by examining how far the order of words in sentences can be changed:
 - which words are essential to meaning?
 - which words can be deleted without damaging the basic meaning?
 - which words or groups of words can be moved into a different order?
- To understand the basic conventions of standard English and consider when and why standard English is used:
 - agreement between nouns and verbs
 - consistency of tense and subject
 - avoidance of double negatives
 - avoidance of non-standard dialect words
- To discuss, proof read and edit their own writing for clarity and correctness – for example, by creating more complex sentences, using a range of connectives, simplifying clumsy constructions
- To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit – for example simplifying for younger readers
- To understand how writing can be adapted for different audiences and purposes – for example, by changing vocabulary and sentence structures

Sentence structure and punctuation

- To understand the need for punctuation as an aid to the reader – for example, commas to mark grammatical boundaries; a colon to signal a list
- From reading, to understand how dialogue is set out – for example on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks
- To be aware of the difference between spoken and written language, including:
 - conventions to guide the reader
 - the need for writing to make sense away from immediate context
 - the use of punctuation to replace intonation, pauses and gestures
 - the use of complete sentences

TAUGHT GRAMMAR

TERM 1

GRAMMATICAL AWARENESS

1. To understand the difference between direct and reported speech (*she said, "I am going"*, *she said she was going*), for example through:
 - finding and comparing examples from reading
 - discussing contexts and reasons for using particular forms and their effects
 - transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added

SENTENCE STRUCTURE and PUNCTUATION

2. To revise and extend work on verbs focusing on:
 - tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs – *have, was, shall, will etc*
 - forms: active, interrogative, imperative, conditional
 - person: first, second, third – identify and classify examples from reading; experiment with transforming tense/form/person in these examples; discuss changes that need to be made and effects on meaning
 - identify imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes
3. To indicate degrees of possibility using modal verbs – *might, should, will, must* – or adverbs – *perhaps, surely*
4. To consolidate and develop work on paragraphs to include:
 - use of devices to build cohesion within a paragraph – *then, after that, this, firstly*
 - linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) and number (*secondly*)
5. To revise determiners and articles in a sentence
6. To revise pronouns and possessive pronouns and ensure that in using pronouns it is clear to what or whom they refer
7. To revise work on prepositions (*before, after, during, in because of*) and develop these into prepositional phrases

TERM 2

GRAMMATICAL AWARENESS

1. To re order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes; including fronted adverbials (adverbial phrases) – *see Year 4*
2. To continue to consolidate the basic conventions of standard English:
 - agreement between nouns and verbs
 - consistency of tense and subject
 - avoidance of double negatives
 - avoidance of non-standard dialect words

SENTENCE STRUCTURE and PUNCTUATION

3. To use punctuation effectively to signpost meaning in longer and more complex sentences; to include:
 - commas for added information
 - commas following a fronted adverbial
 - secure the use of the comma to embed a clause within a sentence
 - use of a comma to clarify meaning or avoid ambiguity
4. To develop work on the use of a colon and semi colon in a sentence
5. To revise work on adjectives and adjectival phrases to develop content in writing; revise comparative adjectives

TERM 3

GRAMMATICAL AWARENESS

1. To continue to develop the basic conventions of standard English:
 - agreement between nouns and verbs
 - consistency of tense and subject
 - avoidance of double negatives
 - avoidance of non standard dialect words
2. To search for, identify and classify a wider range of prepositions (*back, up, down, across, through, on etc*), experiment with substituting different prepositions and their effect on meaning. Understand and use the term preposition.

SENTENCE STRUCTURE and PUNCTUATION

3. To use punctuation marks accurately in complex sentences; including commas, colons, dashes and semi colons
4. To teach the use of parentheses brackets in a sentence for additional information

5. To continue to investigate clauses through:
 - identifying the main clause in a long sentence
 - investigating sentences which contain more than one clause
 - understanding how clauses are connected – *for example, by combining three short sentences into one*
 - identifying relative clauses beginning with: who, which, where, why, whose
6. Use connectives to link clauses within sentences and to link sentences in longer texts – continue to build a bank of effective/appropriate connectives dependent on the type of writing

YEAR 6

TERMINOLOGY – to be taught and used.

active and passive voice

hyphen

colon

semi-colon

subject and object

synonym

ellipsis

bullet points

CONTINUOUS – through guided reading, guided writing, shared reading, shared writing, ongoing revision etc.

Grammatical awareness

- To revise the language conventions of grammatical features of the different types of text such as:
 - narrative – *stories and novels*
 - recounts - *anecdotes, accounts of observations, experiences*
 - instructional texts – *instructions and directions*
 - reports – *factual writing, description*
 - explanatory texts – *how and why*
 - persuasive texts – *opinions, promotional literature*
 - discursive texts – *balanced argument*
- To revise earlier work on verbs and to understand the terms *active* and *passive*
- To note and discuss how changes from active to passive affect the word order and sense of a sentence
- To revise layout devices – headings, subheadings, columns, bullets and tables etc. – to structure text

Sentence structure and punctuation

- To use reading to:
 - investigate conditionals – *if then, might, could would* – and their uses (in deduction, speculation, supposition)
 - use these forms to construct sentences which express, for example, possibilities, hypotheses
 - explore the use of conditionals in past and future, experimenting with transformations, discussing effects, for example, speculating about possible causes (past) or reviewing a range of options and their outcomes (future)

TAUGHT GRAMMAR

TERM 1

GRAMMATICAL AWARENESS

1. To revise from Year 5:
 - the different word classes – *prepositions, prepositional phrases etc*
 - re expressing sentences in different order
 - the construction of complex sentences
 - the conventions of standard English
 - adapting texts for particular readers and purposes

SENTENCE STRUCTURE and PUNCTUATION

2. To further investigate connecting words and phrases:
 - collect examples from reading and thesauruses
 - study how points are typically connected in different kinds of text
 - classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly ...*); logic (*therefore, so, consequently*)
 - identify connectives which have multiple purposes – for example *on, under, besides*
3. To form complex sentences through (for example):
 - using different connecting devices
 - reading back complex sentences for clarity of meaning, and adjusting as necessary
 - evaluating which links work best
 - exploring how meaning is affected by the sequence and structure of clauses
4. To revise and secure knowledge, understanding and use of more sophisticated punctuation marks:
 - colon
 - semi colon
 - parenthetic commas, dashes, brackets
 - hyphens
 - ellipses

to indicate a stronger subdivision of a sentence than a comma
5. To know how hyphens can be used to avoid ambiguity – for example *man eating shark* versus *man-eating shark* or *recover* versus *re-cover*

6. To use expanded noun phrases to convey complicated information concisely – for example *the boy that jumped over the fence is over there* or *the fact that it was raining meant the end of sports day*

TERM 2

GRAMMATICAL AWARENESS

1. To investigate further the use of active and passive verbs:
 - secure the use of the terms active and passive
 - know how sentences can be re-ordered by changing from one to another
 - identify examples of active and passive verbs in texts
 - experiment in transformation from active to passive and vice versa and study the impact of this on meaning
 - consider how the passive voice can conceal the agent of a sentence – for example *the chicks were kept in an incubator*
2. To understand features of formal official language through – for example:
 - collecting and analysing examples, discussing when and why they are used
 - noting the conventions of the language – for example, the use of the impersonal voice, imperative verbs, formal vocabulary
 - collecting typical words and expressions – for example, *those wishing to ...; hereby ...; forms may be obtained*
 - the use of the subjunctive in some very formal writing and speech
 - comparing the difference between the structures typical of formal and informal speech or writing – for example, the use of question tags *he's your friend, isn't he?*
 - the impersonal voice

SENTENCE STRUCTURE and PUNCTUATION

3. To revise work on contracting sentences:
 - summary
 - note making
 - editing
 - use of bullet points to list information
4. To link ideas across paragraphs using a wider range of cohesive devices, semantic cohesion (repetition of a word or phrase), grammatical connections (the use of adverbials such as *on the other hand*, *in contrast* or *as a consequence*) and elision
5. To revise and develop all grammar issues that arise from the Grammar Baseline, writing assessments etc.