

OLOW Academy Trust: Programme of Study for Grammar

Programme of study: totality of content	Grammatical terms and word classes	Punctuation	Word level	Sentence level	Text level
EYFS		<ul style="list-style-type: none"> - Separation of words with spaces -Introduction to capital letters and full stops - Capital letter for names 		-How words can combine to make sentences	
Year 1	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	<ul style="list-style-type: none"> -Separation of words with spaces -Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences -Capital letters for names of people, places, the days of the week and for the personal pronoun I 	<ul style="list-style-type: none"> -Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun -Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> -How words can combine to make sentences -Joining words and joining clauses using and 	-Sequencing sentences to form short narratives
Year 2	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	<ul style="list-style-type: none"> -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences -Commas to separate items in a list -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] 	<ul style="list-style-type: none"> -Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] -Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 	<ul style="list-style-type: none"> -Subordination (using when, if, that, because) and co-ordination (using or, and, but) -Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] -How the grammatical patterns in a sentence indicate its function as a 	<ul style="list-style-type: none"> -Correct choice and consistent use of present tense and past tense throughout writing -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]

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			-Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs	statement, question, exclamation or command	
Year 3	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>PixL – Y3</p> <ul style="list-style-type: none"> – GPS Errors and misconception cards - GPS language recall cards - Mixed practice GPS quiz - 3 in 3 GPS 	-Introduction to inverted commas to punctuate direct speech	<p>-Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>-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]</p> <p>-Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>-Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>adverbs [for example, then, next, soon, therefore]</p> <p>prepositions [for example, before, after, during, in, because of]</p> <p>-Compound sentence as two or more clauses joined by and, or, but, so. The clauses are of equal weight (they are both main clauses), eg It was late but I wasn't tired.</p>	<p>-Introduction to paragraphs as a way to group related material.</p> <p>-Headings and sub-headings to aid presentation</p> <p>-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]</p>
Year 4	<p>Determiner, pronoun, possessive pronoun, adverbial,</p> <p>PixL – Y4</p> <ul style="list-style-type: none"> – GPS Errors and misconception cards - GPS language recall cards - Mixed practice GPS quiz - 3 in 3 GPS 	<p>-Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas (eg. The conductor shouted, “sit down!”)]</p> <p>-Apostrophes to mark singular and plural possession [for example, the girl's name, the girls' names]</p> <p>-Use of commas after fronted adverbials</p>	<p>-The grammatical difference between plural and possessive –s</p> <p>-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]</p>	<p>-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>-Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>-Use of paragraphs to organise ideas around a theme</p> <p>-Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Year 5	<p>Model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>PixL – Y5</p>	<p>-Brackets, dashes or commas to indicate parenthesis</p> <p>-Use of commas to clarify meaning or avoid ambiguity</p>	-Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	-Linking ideas across paragraphs using adverbials of time [for example,

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	<ul style="list-style-type: none"> – GPS Errors and misconception cards - GPS language recall cards - Mixed practice GPS quiz - 3 in 3 GPS 		<ul style="list-style-type: none"> -Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	<ul style="list-style-type: none"> -Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] -Using expanded noun phrases to convey complicated information concisely -A complex as a sentence consists of a main clause and one or more subordinate clauses, eg Although it was late, I wasn't tired. -Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 	<ul style="list-style-type: none"> later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Year 6	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>PixL – Y6</p> <ul style="list-style-type: none"> – GPS Errors and misconception cards - GPS language recall cards - Mixed practice GPS quiz - 3 in 3 GPS 	<ul style="list-style-type: none"> -Use of the semi-colon, colon and dash to mark the boundary between independent clauses -Use of the colon to introduce a list and use of semi-colons within lists -Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	<ul style="list-style-type: none"> -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] -How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	<ul style="list-style-type: none"> -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)]. -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?, or the use of 	<ul style="list-style-type: none"> -Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis (omission of word or phrase) -Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

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				subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	
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