

Grammar in KS2







As part of the curriculum changes in 2014 Spelling, Punctuation and Grammar became a greater focus of teaching and learning in primary schools.

All children are assessed in these areas over the school year and will sit a SpaG SATS assessment in Year 6.

Grammar is taught as an embedded part of a lesson and on occasions as a stand-alone lesson.

The grammar curriculum is 'language rich'



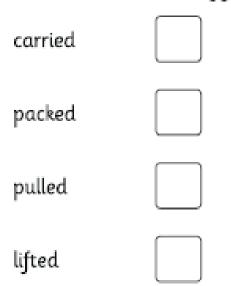
Grammar progression

'rk	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils	
Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk	Regular plural noun suffixes —s or—es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation,	
	Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	In ful ful texts of present tense experimentation of the text of tex of text of text of text of tex of text of text of tex of text of	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	singular, plural, question mark, exclamation mark	
	How the prefix <i>un</i> – changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)			verb, tense (past, present), adjective, noun, suffix,	
		Expanded noun phrases for description and	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun /	apostrophe, comma word family, conjunction,	
	Formation of nouns using suffixes such as <i>ness, -er</i>	specification (e.g. the blue butterfly, plain flour, the man in the moon)		and exclamation marks to demarcate sentences consonant, vowel, clause, unspecific demarcate	adverb, preposition, direct speech, inverted commas (or	
	Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes	Sentences with different forms: statement, question, exclamation, command	Introduction to paragraphs as a way to group related material		consonant, vowel, clause,	
	can be found in the spelling annex.)	Expressing time and cause using conjunctions	Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark	Commas to separate items in a list Apostrophes to mark contracted forms	pronoun, possessive pronoun,	
	Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	(e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g.		in spelling	adverbial relative clause, modal verb,	
	Formation of nouns using a range of prefixes, such as super-, anti-, auto-	before, after, during, in, because of) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Participation of the participation of version of the participation of th	Introduction to speech marks to punctuate direct speech	relative pronoun, parenthesis, bracket, dash, determiner,	
	Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an</i> open box)			Use of speech marks to punctuate direct speech	cohesion, ambiguity active and passive voice,	
		Fronted adverbials	around a theme	Apostrophes to mark singular and plural possession (e.g. the girl's name, the	synonym, colon, semi-colon,	
	Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Appropriate choice of pronoun or noun across sentences	boys' boots) Use of commas after fronted adverbials	bullet points සු <u>Key:</u>	
	The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) Use of the passive voice to affect the presentation	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	(e.g. Later that day, I heard the bad news.)	Year 1	
	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)			Brackets, dashes or commas to indicate parenthesis	F Year 2	
		of information in a sentence (e.g. I broke the window in the greenhouse versus The window in	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) 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 elision.	Use of commas to clarify meaning or avoid ambiguity Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	Time Year 3	
	Converting nouns or adjectives into verbs using suffixes (e.g. – ate; – ise; –	the greenhouse was broken)			year 4	
	ify) Verb prefixes (e.g. dis-, de-, mis-, over-	Expanded noun phrases to convey complicated nformation concisely (e.g. <u>the boy that jumped</u> over the fence is over there, or <u>the fact that it was</u>			set out in the glossary. Year 1 Year 2 Year 3 Year 4 Year 5 Year 4 Year 5 Year 6 Year 6 Year 6	
nd P	and re-)	aining meant the end of sports day) The difference between structures typical of		Punctuation of bullet points to list information How hyphens can be used to avoid		
lar a	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Informal speech and structures appropriate for formal speech and structures appropriate for question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)			terms in bold	
Gramn			Layout devices, such as headings, sub- headings, columns, bullets, or tables, to structure text	ambiguity (e.g. man eating shark versus man eating shark, or recover versus re- cover)	Www.PrimaryTools.co.uk	





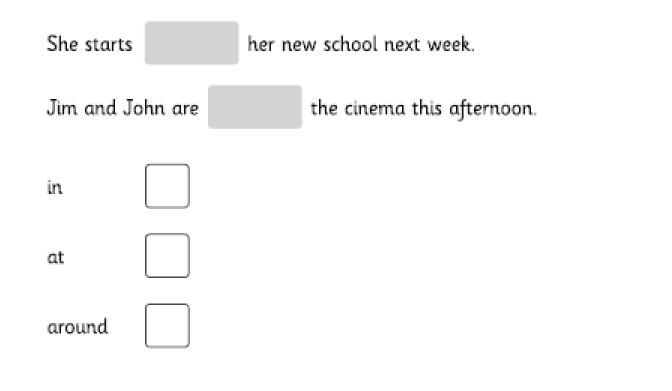
 Read the sentence below. Tick one word that is closest in meaning to the word 'dragged'. Ali dragged the box out from the back of the cupboard.







3. Read the sentences below. Tick the preposition which best completes both sentences.







6. Read the words below. Tick one suffix which would correctly change each noun into a verb.

Noun	ate	ify	ise
apology			
solid			
medicine			



Supporting your child

