

# Grammar in KS2





# SPaG

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

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

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

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	



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# Assessment

1. 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.

carried

☐

packed

☐

pulled

☐

lifted

☐



# Assessment

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

She starts  her new school next week.

Jim and John are  the cinema this afternoon.

in

☐

at

☐

around

☐

# Assessment

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

