Grammar sessions are taught at Alfred Sutton at the start of every writing session. Grammar lessons are related to the writing that children are focusing on. We have identified areas that are taught in each year group for each term. Alongside this, grammar starters respond to the needs of the children. When marking, teachers analyse children’s work to identify areas of need within the class. These are then addressed through starters. Repetition is key to ensure that children’s knowledge and understanding is secure so grammar teaching is revisited and consolidated frequently. Our grammar starters are well paced with children generally working on whiteboards where they can share their ideas and understanding. Teachers are then immediately able to address any misconceptions and make adaptations as required.

 Year 1 – In Year 1 we are encouraging the children to verbalise their ideas and begin to write them down. The children use skills learnt in read write inc to support with spelling and sentences construction. Throughout the year the focus remains on what a sentence is and how to accurately punctuate them.

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| Autumn 1  | Finger spaces Capital and lower case letters How words join to make sentences (beginning to use full stops and capital letters) Verbs  Suffixes – ing  |
| Autumn 2 | Personal pronouns Suffixes – s Prefixes – un – how this changes the meaning of wordsCapital letters and full stops |
| Spring 1 | Singular nouns Past and present verbs Suffixes – ed Capital letters for days of the week  |
| Spring 2  | Plural nouns Suffixes – es Compound words Question marks Sequencing sentences |
| Summer 1  | Punctuating sentences Suffixes – es Exclamation marks Capital letters for people, names and places Writing question sentences |
| Summer 2  | Joining words and clauses using ‘and’ Suffixes – er Punctuating sentences Writing stories Exclamation marks |

Year 2

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| Autumn 1  | Nouns Vowels and Consonants  Forming Nouns Using ‘-ness’ Punctuating Sentences -capital letters and full stopsAdjectives Suffixes |
| Autumn 2 | Compound Words Adjectives with –er and –est Subordination and co-ordinationStatements and Exclamations Noun Phrases Homophones  |
| Spring 1 | Forming Adjectives using –ful and –less Questions and Commands Sentence Writing Verbs Singular Plural (Recap from Y1) Adverbs with –ly  |
| Spring 2  | Commas in Lists Changing Adjectives into Adverbs Adverbs Word Classes Coordination Apostrophes for Possession  |
| Summer 1  | Past and Present Tense Recapping Pronouns (Recap from Y1) Forming Nouns Using –er Progressive Tense Apostrophes for Contractions Uplevelling Sentences  |
| Summer 2  | Review and teach areas of development  |

Year 3

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| Autumn 1  | Nouns Pronouns Vowels and consonants Suffix ly Imperative verbs A and An  |
| Autumn 2 | Start to use inverted commas for direct speech Subordinate conjunctions Start to use subordinate clauses Adverbs  |
| Spring 1 | Continue inverted commas for speech Apostrophes for missing letters Noun types Adjective choice Co-ordinating conjunctions Clauses  |
| Spring 2  | Prepositions Prepositional phrases Paragraphing Adverbs of time, place and cause  |
| Summer 1  | Apostrophes for missing letters Its and it’s Apostrophes for single possession Present perfect tense  |
| Summer 2  | Review and consolidation  |

Year 4

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| Autumn 1  | Sentence construction: full stops, capital letters, commas, question marks and exclamation marks AdverbsAdjectives Nouns Verbs   |
| Autumn 2 | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of inverted commas and other punctuation to indicate direct speech  |
| Spring 1 | Fronted adverbials  Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  |
| Spring 2 | Standard verb inflections instead of spoken form  Use of commas after fronted adverbials  |
| Summer 1 | Apostrophes to mark plural possession Determiners |
| Summer 2  | Revision and consolidation Developing cohesion between paragraphing through fronted adverbials  |

Year 5

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| Autumn 1  | Accurate sentence structure and punctuationAdjectives Adverbs Forming questions / question marks Brackets and commas for extra information Present and past tense Linking paragraphs  |
| Autumn 2 | Modal verbs  Relative clauses  Relative pronouns Future tensePunctuating speech Conjunctions for cohesion  |
| Spring 1 | Use of dashes to add extra information to a sentence Use of commas and hyphens to clarify meaning and avoid ambiguity Expanded noun phrases   |
| Spring 2 | Independent and subordinate clauses Use of semi colons, colons or dashes to mark boundaries between independent clauses  |
| Summer 1 | Formal and informal vocabulary structures for speech and writing including the subjunctive forms  Use of passive verbs  |
| Summer 2  | Using a colon to introduce a list Punctuating bullet points consistently   |

Year 6

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| Autumn 1  | Speech layout and punctuationmodal verbsInverted commas Commas semi-colons colons brackets dashes ellipsesapostrophes  |
| Autumn 2 | Nounsadjectives, verbs, adverbs, synonyms, antonyms, determiners, pronouns, phrases, clauses, conjunctions, tenses  |
| Spring 1 | Adverbials to link ideas Revision of past and present tense; present and past progressive; the perfect form,   |
| Spring 2 | Revision of subject and object; passive and active voice commas to avoid ambiguity and for extra information hyphens  |
| Summer 1 | Revision   |
| Summer 2 | Further consolidation  |