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 words  Capital 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 stops  Adjectives  Suffixes |
| Autumn 2 | Compound Words  Adjectives with –er and –est  Subordination and co-ordination  Statements 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  Adverbs  Adjectives  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 punctuation  Adjectives  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 tense  Punctuating 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 punctuation  modal verbs  Inverted commas  Commas  semi-colons  colons  brackets  dashes  ellipses  apostrophes |
| Autumn 2 | Nouns  adjectives,  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 |