

# St. Paul's C.E. Primary School

## Grammar progress - sentence and text structure

### By year group

### Foundation Stage to Year 6



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## Foundation Stage

- To write their own name with a capital letter.
- To write simple words and phrases  
e.g. the man, old lady, red bus
- To write a simple sentence that makes sense.  
e.g. I went to the park.

# Year 1

- To write simple sentences.

*e.g. Sam went to the park.*

- To use - and, but and because as connectives to join two sentences.

*e.g. Sam went to the park and played on the slide.*

- To begin to punctuate sentences using a capital letter and full stop, question mark and exclamation mark.

- To begin to understand a noun as a naming word.

*e.g. ball, bus, book*

- To begin to use simple adjectives to describe nouns.

*e.g. Sam went to the park and played on the blue slide.*

- To sequence sentences to form a short narrative
- To use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
- To leave spaces between words.

## Year 2

- **To use a range of connectives to extend sentences**

*( compound sentences-two clauses joined together with *and, but, so, or, yet**

*or*

*complex sentences using subordinate connectives *because, when, if, although, while*)*

- **To use time connectives/conjunctions to sequence ideas - when, then, before, after, so , next, after, soon** *(many of these words are actually adverbs)*

- **To use noun phrases for description** *( to further develop their understanding of a noun as a naming word and an adjective to describe it?)*

*e.g the blue butterfly, the red bus, the spooky castle*

**To understand and use different types of sentences - statement, question and command.**

Statements are sentences that tell you a piece of information. They begin with a CAPITAL LETTER and end in a FULL STOP.

e.g. **T**he car stopped at the traffic lights.

Questions are sentences that requires a capital letter at the beginning and a question mark at the end. (?)

e.g. **W**hat have you got in your packed lunch today?

An exclamation is a sentence that requires a capital letter at the beginning and an exclamation mark at the end. (!)

e.g. **S**top that now!

*Use an exclamation mark after an expression of strong emotion or a forceful command.*

*e.g. Stop!*

*Don't use more than one exclamation mark at a time!*

**To use commas in a list.**

*e.g. The boy went to the shop and bought some carrots, milk, chocolate and some biscuits.*

## Year 3

- To understand the use of the Article a, an, the

There are 3 articles, that go before a noun.

They are - “a” “an” “the”

*e.g. a train, an elephant, the phone, a horse*

- To understand and use pronouns to replace nouns

These are little words that take the place of nouns, to stop you repeating the noun.

*e.g Stewart went to the shop. **Stewart** bought some bread. **Stewart** walked home.*

*Stewart went to the shop. **He** bought some bread. **He** walked home.*

- *The pronouns are:-*
- *I, me, my, mine.*
- *You, your, yours.*
- *He, him, his.*



- *She, her, hers*
- *It, its*
- *We, us, ours*
- *They, them, their*

- To use prepositions and prepositional phrases to explain where and when something happens

*Prepositions are little words which tell you WHERE or WHEN something happened.*

*E.g. under the stairs, behind the couch, beside the river, down the street – WHERE*

*After lunch, at sunset, towards midnight, 10 miles ahead -- WHEN*

- To understand what a verb is and to consistently use the same tense throughout the text (past, future or present tense)

**Verbs** are action words. They tell you what someone or something is doing. To identify a verb, always put “to” in front of the verb.

*e.g. to walk, to swim, to dance, to jump, to write.*  
**Tenses** tell us, when the action is happening.

*e.g Present tense I walk to school.*

*Past tense Yesterday, I walked to school.*

*Future tense Tomorrow, I will walk to school.*

Most past tenses end in “ed”.

*e.g. walked, jumped, climbed, talked, skipped*

Remember some words double the consonant when adding “ed”.

- **To ensure subject and verb agreement**

The verb changes depending on who or what is doing the action. (I, you, we and they stay the same, but change for he, she and it.)

*e.g. I look*

*he looks*

*you look*

*she looks*

*we look*

*it looks*

*they look*

- To use adverbs to describe verbs

**Adverbs** describe verbs. They tell you in more detail how something is done.

*e.g. He ran quickly. She danced beautifully.  
The baby ate slowly.*

They often end in “ly”

- To begin to use paragraphs to group sentences with the same information
- To extend the range of sentences with more than one clause by using more than one clause by using a wider range of conjunctions, including when, if, because, although.
- To use fronted adverbials

*e.g. Slowly, the girl walked to school.*

## Year 4

- To understand and use different types of nouns

A noun is a naming word.

### Proper nouns

These are the names of people, places, days of the week and months of the year. They must always start with a capital letter.

*e.g. Mrs. Taylor, Harvey, Saturday, March, China, London and Manchester.*

### Common nouns

These are the names of everyday things.

*e.g. computer, tree, desk, plane, house, people*

These **DO NOT** need a capital letter.

### Collective nouns

These are the names given to groups of people and animals.

*e.g. a swarm of bees, a herd of elephants, a flock of birds, a pride of lions.*

### **Abstract nouns**

These are the names of ideas and feelings.

*e.g. sleep, happiness, love, trust, joy*

- **To use adverbial and prepositional phrases to start sentences**

### **Prepositional phrase**

A prepositional phrase tells us where or when something is happening.

*E.g. under the stairs, beneath the tree, behind the wall.*

### **Adverbial phrase**

Adverbial phrases give us a little more description about the adverb.

*e.g. very quickly, as quietly as possible, quite nervously, so happily.*

- **Consistent use of paragraphs to organise ideas, using adverbials of time to build cohesion in a paragraph**

A paragraph is a group of sentences that are all related to the same topic.

You use a new paragraph in the following examples.

- When you write about a different place.
- When you write about a different time.
- When a new person speaks.
- When a new idea is discussed.

## Year 5

### To understand and use phrases and clauses to add detail/extra information

#### Phrases

A phrase is a small group of words that form part of a sentence. It doesn't usually have a verb. There are three types of phrases. They all add extra information or description.

#### Noun phrase

A noun phrase uses adjectives to describe a noun. E.g. beautiful blue shoes, old gnarled tree, Sweet sticky bun.

#### Prepositional phrase

A prepositional phrase tells us where or when something is happening.

E.g. under the stairs, beneath the tree, behind the wall.

#### Adverbial

Adverbial phrases give us a little more description about the adverb.

e.g. very quickly, as quietly as possible, quite nervously, so happily.

## **Clauses**

A clause is part of a sentence. It has a noun and a verb. But it isn't automatically a sentence because it doesn't always have a capital letter or full stop.

When two clauses are joined together with a connective/conjunction they form a **compound sentence**.

e.g. Lisa looked out because she heard noises.

He sat down beside the river and everyone heard him sing.

Macie did her homework because she works hard.

## **Main clause**

A main clause has a noun/pronoun and a verb. It is a statement.

e.g. The tree shaded the playground.



## **Subordinate Clause**

A subordinate clause gives us extra information.

e.g. The tree, **which was old and gnarled**, shaded the playground.

A main clause and a subordinate clause make a **COMPLEX SENTENCE**.

- to use relative clauses to add extra information(who, which, where, whose, why)

*e.g. The sailor, who has been at sea for six months, was glad to be home.*

## Year 6

- To use all of the above correctly.
- To use modal verbs in conditional sentences

Modal verbs are used to show possible cause and effect. Modal verbs are will, would, shall, should, must, might etc. They are often preceded by the word **IF**.

- *e.g. The teacher promised the children that if they worked hard, they could have extra playtime.*
- To use I and me correctly in a sentence

I is always the subject of the sentence. Me is always the object.

*e.g. Sam and me waited for the bus.*

Split the sentence into two.

*Sam waited for the bus.*

*Me waited for the bus.*

*The second subject must always make sense when it stands alone.*

*I waited for the bus.*

*Therefore*

*Sam and I waited for the bus.*

- **To use the passive verb to affect the presentation of information in a sentence.**

The use of an **active verb** shows **who is doing** the action **to the object**. The verb agrees with the person doing the action.

e.g. **John flipped** the pancake.

The **passive verb** this is reversed and **the subject** **has the action done to it by the object**.

e.g. **The pancake was flipped** by John.



