



Whole School Grammar Scheme of Work

St. Margaret Mary Catholic Primary School

This scheme of work for grammar aims to provide progression and continuity from the EYFS to Y6. It aligns with the new National Curriculum grammar element (September 2014). It is intended to support the teaching of grammar in the context of meaningful reading and writing and not to be used as a sequence of isolated grammar lessons.

The DfE guidance on the 2013 Grammar, Spelling and Vocabulary test states that:
Grammar teaching does not have to be taught separately from writing composition. Good teaching ensures that children can apply grammar in meaningful contexts.

EYFS and KS1 Scheme of Work for Grammar

Stage	Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)
EYFS	
	To understand that writing can be used for a range of purposes
	To expect words, groups of words and sentences to make sense and to check for sense if it does not
	To know that words are ordered from left to right
	To write own name with a capital letter at the start
	To compose captions and sentences orally and know they make sense
	To write labels and captions
	To rehearse sentences orally and count the number of words
	To record oral sentences in writing with some attempt at punctuation
	To reread own writing and check whether it makes sense
Y1	
	To expect written text to make sense and check if it does not
	To read aloud written text with pace and expression appropriate to the grammar: pausing at full stops; raising voice for questions
	To begin to use the term: <i>sentence</i> and to identify sentences in written text
	To understand that a sentence must make sense, begins with a capital letter and ends with a full stop, question mark or exclamation mark
	To rehearse sentences orally and count the number of words
	To compose sentences orally, and record in writing with capital letters and full stops as they write
	To use capital letters for the personal pronoun <i>I</i> and for names and familiar places
	To recognise and begin to use other common uses of capitalisation: personal titles (<i>Mr, Miss</i>); headings; book titles; environmental signs
	To recognise a question and to begin to use question marks in own writing
	To recognise exclamation marks and begin to use them in own writing
	To use <i>and</i> and <i>but</i> to join two simple sentences

Y2	
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	To expect written text to make sense and check if it does not
	To use the term: <i>sentence</i> and to identify sentences in written text, developing the concept and terminology of a sentence: statements, questions, commands, exclamations
	To understand how sentences can be joined in more ways than using <i>and</i> and <i>but</i> , often using time connectives <i>then, next, after that, finally</i>
	To reread own writing for meaning and correct punctuation, and to identify and correct errors
	To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, inverted commas, commas, exclamation marks)
	To write consistently in clear sentences using capital letters, full stops, question marks and exclamation marks accurately
	To begin to use commas in lists, and apostrophes for simple, familiar contractions
	To turn statements into questions, learning a range of <i>wh</i> words, typically used to open questions: <i>what, where, when, who, why</i>
	To understand and use the term: <i>noun</i> for the name of an object, a person or a place
	To understand and use the term: <i>verb</i> for actions and states of being
	To understand and use the term: <i>adjective</i> for giving more information about a noun
	To use a greater variety of connectives, especially for time, to join sentences
	To understand the need for grammatical agreement, matching verbs to nouns/pronouns: <i>I am; the children are;</i> To use simple gender forms: <i>his/her</i> correctly;
	To use the past tense consistently for narration with Standard English forms of verbs, e.g. <i>catch/caught, see/saw, go/went</i>
	To use capitalisation for personal titles (<i>Mr, Miss</i>), headings, book titles,
	To identify inverted commas in written text, understand their purpose and experiment with them in their own writing
	To use a variety of simple organisational devices: bullet points and numbered lists; arrows, lines, boxes, keys to indicate sequences and relationships.
	To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, underlining, enlarged, or bold print, captions, headings and sub-headings

KS2 Scheme of Work for Grammar

Y3	
	To use the term <i>sentence</i> with confidence and to write consistently in clear sentences which make complete sense, using capital letters, full stops, question and exclamation marks accurately as they write
	To begin to organise writing into paragraphs and to begin to use paragraphing for presenting dialogue
	To reread own work to check for meaning and accuracy, to identify errors and to correct them
	To understand how sentences can be joined in more complex ways through using a widening range of connectives, such as <i>if, so, when, although, since, because</i>
	To understand how words and phrases can signal time sequences
	To consolidate and develop understanding of the word classes <i>noun</i> , (for example, that nouns can be abstract as well as naming concrete objects, and also collective) <i>verb</i> and <i>adjective</i> and to begin to understand their impact in writing

	<p>To use the term <i>pronoun</i> appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> • noticing in speech and reading how they stand in place of nouns • substituting pronouns for common and proper nouns in own writing • distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> • investigating how pronouns are used to mark gender: <i>he, she, they</i>
	To ensure grammatical agreement in speech and writing of pronouns and verbs: <i>I am, we are, we were</i> in Standard English
	<p>To extend knowledge and understanding of plurals through</p> <ul style="list-style-type: none"> • recognising the use of singular and plural forms in speech and through shared writing • transforming sentences from singular to plural and vice versa, noting which words have to change and which do not • understanding the term <i>collective noun</i> and collecting examples • noticing which nouns can be pluralised and which cannot, e.g. <i>trousers, rain</i>
	<p>To use the term <i>comma</i> appropriately and to understand the function of commas in sentences through:</p> <ul style="list-style-type: none"> • noting where commas occur in reading and discussing their functions in helping the reader • separating items in a list • to become aware of the use of commas in marking grammatical boundaries in subordinate clauses in sentences
	To use the term <i>apostrophe</i> and to write a wider range of contractions; to be aware of and begin to use the <i>possessive apostrophe</i>
	<p>To understand the basic conventions of <i>speech punctuation</i> through:</p> <ul style="list-style-type: none"> • identifying <i>inverted commas</i> in reading • beginning to use inverted commas in own writing • using capital letters to mark the start of direct speech • beginning to use the punctuation conventions which mark boundaries between spoken words and the rest of the sentence
	<p>To understand the differences between verbs in the 1st, 2nd, and 3rd person: <i>I/we do, you do, he/she/does, they do</i>, through</p> <ul style="list-style-type: none"> • collecting and categorising examples and noting the differences between the singular and plural persons • discussing the purposes for which each can be used • relating to different types of text: 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts • experimenting with transforming sentences and noting which words need to be changed
	To understand the basic constructions of Standard English and use them in own writing
	To use a variety of organisational devices to indicate sequences and relationships
	To recognise and use a range of other ways of presenting

Y4	
	To use the term <i>sentence</i> with confidence and to write consistently in clear sentences which make complete sense, using capital letters, full stops, question marks and exclamation marks accurately as they write
	To use paragraphs in writing for organisation and sequence

	To reread own work to check for meaning and accuracy, to identify errors and to correct them
	To re-order simple sentences, (statements to questions; statements to commands) noting the changes which are required in word order and verb forms and discuss the effects of changes
	To revise work on <i>verbs</i> and to investigate <i>tenses</i> though knowing that <ul style="list-style-type: none"> the use of powerful verbs has impact on the reader tense refers to time that a test of whether a word is a verb is whether or not its tense can be changed comparing sentences from different text types: narrative in past tense, explanations in present tense, forecasts/directions in future tense developing an awareness of how tense relates to purpose and structure of text
	To revise and extend work on <i>adjectives</i> and link to use of figurative and expressive language: <ul style="list-style-type: none"> the use of carefully chosen adjectives has impact on the reader constructing adjectival phrases: <i>the girl in the blue, checked dress</i> investigating comparative and superlative adjectives comparing adjectives on a scale of intensity, such as <i>warm; tepid; chilly; cold</i> relating them to suffixes <i>-ish; er; est</i>
	To understand and use the term adverb for giving more information about a verb <ul style="list-style-type: none"> the use of carefully chosen adverbs has impact on the reader identifying common adverbs of manner with -ly suffix and discussing their impact on the meaning of sentences when moved around noticing where they occur in sentences and how they are used to qualify the meaning of verbs using adverbs with greater discrimination in own writing
	To use commas to mark grammatical boundaries within sentences and to link this to work on editing and revising own writing
	To use apostrophes for contractions and to mark possession through: <ul style="list-style-type: none"> identifying possessive apostrophes in reading to use the apostrophe appropriately in their own writing understanding the basic rules for apostrophising singular nouns: the man's hat; for plural nouns ending in -s: The doctors' surgery; and for irregular plural nouns e.g. children's playground distinguishing between uses of the apostrophe for contraction and possession
	To recognise how commas, connectives and full stops are used to join and separate clauses. To identify in their writing where each is more effective
	To identify the common punctuation marks including commas, semi-colons, colons, inverted commas and ellipsis, and to respond to them appropriately when reading
	To use a varied range of connectives: adverbs, adverbial phrases to structure an argument
	To understand the basic constructions of Standard English and use them in own writing
	To make choices from a range of organisational devices and to use a range of other ways of presenting texts

Y5	
	To construct a range of simple, compound and complex sentences and to understand their impact on the reader
	To investigate clauses through identifying the main clause; investigating sentences with more than one clause; understanding how clauses can be joined with a range of connectives
	To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit the audience
	To write consistently in paragraphs for organisation and sequence, including dialogue
	To understand the basic conventions of Standard English and consider when and why standard English is used in speaking and writing:

	<ul style="list-style-type: none"> • agreement between nouns and verbs • consistency of tense and subject • avoidance of double negatives • avoidance of non-standard dialect words
	To be aware of the differences between spoken and written English, including conventions to guide the reader; the need for writing to make sense away from the immediate context; the use of punctuation to replace intonation, pauses, gestures
	To discuss, proof-read and edit their own writing for clarity and correctness: by creating more complex sentences; using a range of connectives; simplifying clumsy constructions;
	To understand the difference between direct and reported speech: She said, “I am going.” and “She said she was going” through <ul style="list-style-type: none"> • finding and comparing examples from reading • discussing contexts and reasons for using particular forms and their effects • transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added
	To revise and extend work on the different kinds of nouns, the function of pronouns and agreement between nouns, pronouns and verbs
	To revise and extend work on verbs focusing on: tenses; auxiliary verbs; forms – command; interrogative; person
	To use the term preposition appropriately and to understand the function of prepositions in sentences
	To use punctuation effectively to signpost meaning in sentences, including using commas accurately in complex sentences
	To use apostrophes for contractions and possession
	To use further punctuation marks: colon, semi-colon, dashes, brackets
	To map out fiction and non-fiction texts to show development and structure, using a range of organisational devices

Y6	
	To revise from Year 5: <ul style="list-style-type: none"> • adapting texts for different audiences and purposes • the eight word classes • the three types of sentence construction, especially complex sentences • the conventions of Standard English
	To revise the language conventions and grammatical features of the different types of text: narrative; recounts; instructional texts; reports; explanatory texts; persuasion and argument
	To form complex sentences using a range of connectives and evaluating which work best; to choose from a range of sentence constructions suited to the text type and audience
	To revise earlier work on <i>verbs</i> and to understand the terms <i>active</i> and <i>passive</i> when referring to verbs
	To investigate a wide range of connectives and connective phrases and classify into different types, such as time sequence; logic/reason; for/against
	To use the full range of punctuation including colons; brackets, dashes; hyphens
	To use apostrophes accurately for contractions and possession
	To understand features of formal English through: <ul style="list-style-type: none"> • collecting and analysing examples, discussing when and why they are used • noting the conventions of the language: use of the impersonal voice, imperative verbs, formal vocabulary • collecting typical words and expressions

Compiled from the National Curriculum (Sep 2014) and Grammar for Writing