



Thames View Junior School Grammar Scheme of Work

NOVEMBER 2020



Thames View Junior School

Progressive Grammar Scheme of Work –Year 1 to Year 6 to support all children at our school

This document is to support teachers to ensure accurate, precise and progressive teaching of grammar skills.

It can be used to ensure expected coverage, to differentiate for children, for reference and for development of subject knowledge.

- ✓ **All classes must show key vocabulary on Literacy Working Walls to support learning of Grammar in focus.**
- ✓ **Word banks of word classes should be displayed to support independent learning: verbs, adverbs, adjectives.**
- ✓ **Grammar should be taught explicitly and then modelled into a writing lesson for children to practise the new grammar skill learned**
- ✓ **Expectations of accurate grammar should be expected in all areas of writing across our curriculum as well as in maths, science and topic based lessons.**
- ✓ **Clear precise language should be modelled by adults corrected for children– this should be treated sensitively where needed.**



National Curriculum Requirements for Vocabulary, grammar and punctuation

Area	Year 1	Year 2	Year 3&4	Year 5&6
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Although we do not have Year 1 or 2 children at Thames View Junior School, this may be used for supporting children with specific needs

Grammar Skills to be taught In Year 1	Examples	Terminology to be learned
Using full stops and capital letters to demarcate sentences	<i>We sailed to the land where the wild things are.</i>	Sentence, word Letter, capital letter, full stop
Use capital letters for proper names	<i>My name is Rosie and I have a dog called Woof.</i>	name capital letter
Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	joining words
Using a question mark at the end of a sentence to indicate a question	<i>Why did Max want to come home?</i>	question question mark
Using an exclamation mark at the end of a sentence to indicate an exclamation	<i>There was a terrible mess!</i>	exclamation exclamation mark

Grammar Skills to be taught In Year 2	Examples	Terminology to be learned
Demarcate sentences using capital letters at the start and full stops, exclamation and question marks at the end.	<i>The doorbell rang. Who is it? Mum answered the door and got a surprise. It was a tiger!</i>	sentence capital letter full stop question mark exclamation mark
Use commas to make lists	<i>The endangered animals we are looking at are tigers, pandas, whales, and cheetahs.</i>	comma
Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	noun adjective
Use conjunctions to join ideas in longer sentences Coordination is: using 'and' 'or' and 'but' (compound sentence) Subordination is: using 'when', 'where', 'if', 'that' and 'because'	<i>Children need to start using compound and complex sentences in their writing:</i> <i>When the tiger came to tea, he ate up all the food and drank all the water.</i> <i>If another tiger comes to tea, we have some tins of tiger-food.</i>	joining words compound sentence
Use and distinguish past and present tense	<i>In a story it is often written in the past tense:</i> <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> <i>In a description of something which is true now, it is present tense:</i> <i>My favourite colour is red. I like playing princesses and magic games best.</i>	verb tense past present
Use adjectival phrases to describe nouns – noun phrases	<i>The tiger who came to tea was lovely and gentle.</i>	Noun phrases Expanded noun phrase
Use apostrophes for contracted forms – relate this to differences between spoken and written English	<i>Encourage children to write speech in their writing in a realistic way:</i> <i>'I don't want to go home now!'</i>	apostrophe contracted form



Year 3

Year 3 Grammar to be taught explicitly and through all writing

Grammar Skills to be taught	Examples	Terminology to be learned
Recognise simple sentences and begin to recognise compound and complex sentences	<p>Encourage children to extend their sentences using joining words (conjunctions) They can join simple sentences (clauses)</p> <p>The boat arrived late <i>and</i> the man walked down the gangway.</p> <p>They can add a subordinate clause to a sentence.</p> <p>When the rain stopped, the girls went back into the playground.</p>	sentence conjunction
Use and recognise nouns, adjectives and adjectival phrases	<p>Explain what a noun is, and how an adjective or adjectival phrase can modify a noun and to know where to use a comma:</p> <p>Mrs Coles' house was noisy, loud and messy.</p>	noun adjective
To recognise a verb and to use powerful verbs in their writing – to learn alternatives for common verbs (went, said, etc.)	<p>From</p> <p>I went out of the room</p> <p>to</p> <p>I stormed out of the room</p> <p>I plodded out of the room.</p> <p>I crept out of the room.</p>	verb alternative verb powerful verb
Introduce the ideas of tense in verbs	<p>To understand that certain tenses have different purposes:</p> <p>Narrative mostly past tense</p> <p>Description mostly present tense</p> <p>She ran along the road and saw the robber vanishing down a trap door.</p> <p>My friend has red hair, blue eyes and is always telling jokes.</p>	verb past tense present tense
Use dialogue in narrative	<p>Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubbles (marks) is what we or the characters say.</p> <p>"I'm hungry!" yelled the big, bad wolf.</p> <p>Teach correct layout of dialogue</p> <ul style="list-style-type: none"> – New speaker new line – Inverted commas around direct speech – Punctuation inside inverted commas – Capital letters at beginning of speech – Lowercase letters when speech restarts after being split by a verb 	inverted comma direct speech
Extend the range of sentences with more than one clause	<p>Extend children's use of longer sentences in writing, so they frequently use sentences with at least one subordinating clause</p> <p>Teach the mnemonic</p> <p>I SAW A WABUB</p> <p>If since as when although while after before until because</p>	conjunction clause
<p>Coordination is: using 'and' 'or' and 'but' (compound sentence)</p> <p>Subordination is: using a wider range of conjunctions to add subordinate clauses (complex sentences)</p>		



Year 4

Year 4 Grammar to be taught explicitly and through all writing

Grammar Skills to be taught	Examples	Terminology to be learned
Use adverbs to modify verbs	<p><i>Children need to understand that we can not only say that something is done or happened, but also HOW</i></p> <p><i>She went off happily to see granny.</i> <i>He kicked the ball furiously into the wall.</i></p>	adverb
Use conjunctions to express time or clause	<p><i>Extend children’s use of complex sentences by encouraging them to think about how, when where to why something was done or happened. Children will need to learn how to use commas in complex sentences.</i></p> <p><i>Teach</i> <i>I SAW A WABUB</i> <i>If since as when although while after before until because</i></p> <p><i>Dad tripped on the stairs because the cat was lying there.</i></p> <p><i>When the film was over, we all went out and had a meal.</i></p> <p><i>He was certainly still angry, so his friend thought is best to stay out of the way for a while.</i></p>	conjunction clause sentence comma subordinate clause
Use prepositions to express time and place	<p><i>Help children make their writing more interesting by using prepositional phrases.</i></p> <p><i>With a heavy heart, the princess put the frog back in the pond.</i></p> <p><i>He kicked the ball right over the wall.</i></p> <p><i>Beyond the trees, there was a large glistening lake.</i></p> <p><i>Amongst the clouds, the plane climbed higher.</i></p>	prepositional phrase
Person – understanding that writing can be in first or third person	<p><i>Children need to become aware that writing can be ‘She did this....’, or ‘I did that...’ We can write in 3rd and 1st person.</i></p> <p><i>The dog wandered down the street looking for cats and dogs.</i> <i>I wandered down the street looking for my dog.</i></p>	verb

<p>Use adverbs and adverbials (prepositional phrases which act as adverbs)</p>	<p>Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show children how we can use commas before and after phrases and clauses.</p> <p>After the door slammed, the class sat in total silence.</p> <p>As light as a bird, the glider disappeared into the clouds.</p>	<p>Comma adverbial phrases</p>
<p>Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion When to use them?</p>	<p>Encourage children to use pronouns, or not to use them, to help them make sense and be clear:</p> <ol style="list-style-type: none"> 1. Avoid repetition: While Sam watched a TV programme, Sam finished his Leg space rocket. – replace with he 2. Avoid ambiguity: Mary wanted to help her granny she was very tired – not clear who was tired 3. Add to cohesion: When she went to bed, Mog was feeling rather full. 	<p>pronoun</p>
<p>Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech</p>	<p>Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in speech mark – inverted commas – is what is SAID, not what might be written.</p> <p>To help with speech, children can use contracted forms and slang in their written speech.</p> <p>"Give me a break," sneered Tom, "You can't expect me to believe that!"</p> <p>"Ger'off, will ya, you're hurtin me!" Sam shouted at his little brother.</p>	<p>inverted commas direct speech</p>
<p>Use the possessive apostrophe</p>	<p>Use for singular and plural nouns.</p> <p>Joanna's temper was rising quickly.</p> <p>He really wanted his brother's football shirt.</p> <p>All the girls' shoes had got wet in the rain.</p>	<p>apostrophe</p>
<p>Use fronted adverbials</p>	<p>Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p>In total silence, the children tiptoed along the corridor.</p> <p>Without blinking, Max stared into all their yellow eyes.</p>	<p>adverbial phrase</p>
<p>Use adverbials of time, place and number to link ideas across paragraphs to create cohesion</p>	<p>Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...', or 'Nearby...' or 'secondly...' They can also use phrases in the same way: Late on... Far away....</p>	<p>adverbial paragraph</p>



Year 5

Year 5 Grammar to be taught explicitly and through all writing

Grammar Skills to be taught	Examples	Terminology to be learned
Use a wide range of conjunctions to create compound and complex sentences	<p><i>Consolidate children's use of 'and' and 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.</i></p> <p>Teach I SAW A WABUB If since as when although while after before until because</p>	conjunction complex sentence compound sentence
Use relative clauses beginning with 'who', 'which', 'why' or 'whose'	<i>Extend children's use and knowledge of subordinate clauses</i>	relative clause relative pronoun
Use commas to clarify meaning and to avoid ambiguity	<i>Encourage children to read their work for sense and meaning and to punctuate short pauses with commas.</i>	comma
Use adverbials of time, place and number to link ideas across paragraphs to create cohesion	<p><i>Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...', or 'Nearby...' or 'secondly...'</i></p> <p><i>They can also use phrases in the same way:</i> Late on... Far away....</p>	adverbial paragraph
Use brackets, dashes or commas to indicate parenthesis	<p><i>Help children to see that brackets, dashes and commas can all be used to indicate parenthesis.</i></p> <p><i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i></p> <p><i>In the museum, the dinosaur – first seen from the stair – is the largest exhibit they possess.</i></p> <p><i>In the museum, the fossils, never easy to display, have lights behind them.</i></p>	bracket dash comma parenthesis
Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	<p><i>Children need to turn direct speech into indirect speech and recognise how the writing become more formal.</i></p> <p><i>'I'll never admit that you're better than Arsenal," Fred growled as a Man U supporter tightened the headlock.</i></p> <p><i>Turns to: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i></p>	direct speech indirect speech formal informal

Grammar Skills to be taught	Examples	Terminology to be learned
Use apostrophes correctly	<p>Consolidate correct use of apostrophe:</p> <ol style="list-style-type: none"> To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, To indicate a contraction – taking the missing letter(s) <i>I'm, don't</i> 	apostrophe contraction
Use modal verbs to indicate degrees of possibility	<p>Show children how we can have a hierarchy of possibility using modal verbs</p> <p>I may go to my friend's. I might go to my friend's. I should go to my friend's. I will go to my friend's. I must go to my friend's.</p>	Modal verb
Y5/Y6 dialogue	<p>Consolidate children's use of dialogue, including use of speech punctuation. Stress differences between spoken and written speech – contracted forms and slang.</p> <p>"Give me a break," sneered Tom, "You can't expect me to believe that!"</p> <p>"Ger'off, will ya, you're hurtin me!" Sam shouted at his little brother.</p>	



Year 6

Year 6 Grammar to be taught explicitly and through all writing

Grammar Skills to be taught	Examples	Terminology to be learned
Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	conjunction complex sentence compound sentence
Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly	Help children use punctuation correctly: <ul style="list-style-type: none"> – Full stops, question marks for questions and exclamation marks for exclamations. – Inverted commas for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. Commas for pauses within sentences 	full stop comma exclamation mark question mark
Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing	Consolidate children's use of description to enable them to express themselves in interesting ways.	noun adjective verb adverb phrase preposition
Use expanded noun phrases to convey complicated information concisely	The blue and white salts left in the basin can be placed in a jar for safe-keeping. The herd of deer we saw earlier have returned to the hillside. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	noun phrase
Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive. Simon absolutely refused to apologise – he was convinced he had done nothing wrong.	semi-colon dash
Distinguish between informal and formal vocabulary and sentence structures (?incl. subjunctive?)	Encourage children to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. He really gave that his best shot didn't he? [Informal speech structure]	

	<p><i>She is really not going to change her mind, is she?</i> [Informal speech structure]</p> <p><i>If I were you, I would go and say sorry to Jimmy.</i> [Subjunctive]</p> <p><i>If the planet were to warm more than 3°, scientists think that much of the UK would be under the sea.</i> [Subjunctive]</p>	
<p>Use bullet points and punctuate correctly</p> <p>Use colons and semi-colons in punctuating bullet points</p>	<p>Encourage children to use bullet points in non-fiction writing.</p> <p>New playground rules:</p> <ul style="list-style-type: none"> • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area. 	<p>bullet points</p> <p>semi-colon</p> <p>colon</p>
<p>Use hyphens to avoid ambiguity</p>	<p>Help children to see that a hyphen can change the meaning:</p> <p><i>'man-eating shark'</i> is different from <i>'man eating shark'</i></p> <p><i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i></p> <p><i>'re-cover'</i> is different from <i>'recover'</i></p>	<p>hyphen</p>
<p>Use passive voice to present information in an objective way</p>	<p>Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility.</p> <p><i>The window was broken by a football being kicked through it.</i></p> <p><i>The kittens were placed on the doorstep of the orphanage.</i></p> <p><i>John was punched in the chest.</i></p>	<p>passive voice</p> <p>active voice</p>