



Key characteristics we want to promote with our children:

- For grammar and writing to come hand in hand
- An enjoyment for learning grammar

Range of Opportunities	
Early Years	
<ul style="list-style-type: none"> • Lots of opportunities for speaking and listening sessions where children are encouraged to participate and speak in meaningful sentences • Lots of opportunities to listen to adults modelling speaking in grammatically correct sentences • Adult interaction during play activities to develop vocabulary, language and speaking and listening skills • Children exposed to wide variety of language through stories, poems and rhymes • Children introduced to writing in simple sentences using a capital letter at the start and a full stop at the end 	
Range of Opportunities	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Development of simple sentence construction in Y1 • Lots of opportunities for whole class shared writing where correct grammar and punctuation are taught, modelled and discussed • Rainbow Grammar sessions introduced in Year 2 to teach specific grammar and punctuation rules • Opportunities for pupils to use whiteboards to have a go at applying what has been taught • Lots of opportunity for speaking and listening sessions where children can practise ideas and are encouraged to speak in clear, grammatically correct sentences • Steps for success in writing have grammar/punctuation focus, these are shared with children and written work marked alongside them so individual misunderstandings can be addressed • Year 2 children check and mark their own work against steps for success before showing their teacher so they can identify what they have done well and set their own targets for next time • Pupils are encouraged to read their own work through when finished to check that each sentence is meaningful and that there is no punctuation missing • Children exposed to a wide variety of language through stories, fiction and poetry and involved in discussion revolving around these texts • High quality books/power points shared with the class highlighting various features of grammar and punctuation • Grammar points and punctuation referred to in guided reading and individual reading sessions where appropriate, reinforcing what has been taught 	<ul style="list-style-type: none"> • Discrete grammar sessions taught within English lessons • Stand-alone grammar lessons taught • Using 'steps to success' to provide guidance for pieces of writing which include grammatical concepts. These are then assessed by both the child and their teacher when they have completed their work • Children are given time to edit their own work to check for correctly punctuated sentences • Following 'Rainbow Grammar' to embed knowledge, understanding and confidence • Summative assessments to identify children's understanding and gaps in knowledge • Discuss grammatical features of sentences during guided reading sessions • Modelling/shared writing carried out during teaching input which includes discussions and explanations about grammatical concepts

Areas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	<p>To understand what a sentence is</p> <p>To be able to identify the subject of a sentence</p> <p>To be able speak in complete, meaningful sentences</p> <p>To be able to identify when a sentence does not make sense</p>	<p>Adverbials (manner): subject predicate stop</p> <p>Coordination: Subject predicate subject predicate stop</p> <p>Subordination: Subject predicate adverbial clause stop Adverbial clause, subject predicate stop</p> <p>Dialogue: "Speech" subject predicate stop</p>	<p>Adverbials (duration): Fronted adverbial, subject predicate stop</p> <p>Linking adverb: Linking adverb, subject predicate stop</p> <p>Coordination: Subject³ predicate³ stop</p> <p>Subordination: Non-finite verb (-ing), subject predicate stop</p> <p>Dialogue: "Speech." subject predicate stop (using a range of punctuation before the ")</p>	<p>Linking adverb: Linking adverb, subject predicate stop</p> <p>Coordination: Subject³ predicate³ stop Subject predicate subject, predicate subject predicate stop</p> <p>Subordination: Non-finite verb (-ed), subject predicate stop</p> <p>Dialogue: "Speech," subject predicate stop</p>	<p>Coordination: Subject predicate; subject predicate stop</p> <p>Subordination: Subject predicate, non-finite clause stop Non-finite clause, subject predicate stop Subject predicate, relative clause stop Subject, relative clause, predicate stop</p> <p>Dialogue: "Speech," subject predicate stop "Speech."</p> <p>Subject predicate reported speech stop</p>	<p>Coordination: Subject predicate; linking adverb, subject predicate stop</p> <p>Subordination: Subject, adverbial clause, predicate stop Subject, non-finite clause, predicate stop</p> <p>Dialogue: "Speech," subject predicate, "speech."</p> <p>Subject predicate reported speech stop</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisers	<p>Coordinating conjunctions: but, so, and (Jigsaw Words)</p> <p>'Time Words': first, next, then, after that, suddenly, finally</p> <p>Subordinating Conjunctions: because (Jigsaw Words)</p>	<p>Prepositions: across, along, around, down, from, into, onto, over, past, through, to, up</p> <p>Coordinating conjunctions: and, but, or, so</p> <p>Subordinating Conjunctions: because, if, when, that (Jigsaw Words)</p>	<p>Prepositions: among, beneath, beside, beyond, by, during, for, like, throughout, until, before, after, in, because of</p> <p>Coordinating Conjunctions: or, so</p> <p>Linking Adverbs: next, now, soon, then, therefore</p> <p>Subordinating Conjunctions: after, although, as, before, while, because</p>	<p>Prepositions: adjacent, despite, except, of, opposite, since, towards, upon, within, without</p> <p>Coordinating Conjunctions: yet</p> <p>Linking Adverbs: also, finally, however, meanwhile</p> <p>Subordinating Conjunctions: as soon as, by the time, even though, just as, so that</p>	<p>Linking Adverbs: besides, for example, in fact, similarly, still</p> <p>Subordinating Conjunctions: as, now that, unless, until, whenever, wherever</p> <p>Relative Pronouns: that, which, when, where, who, whose</p>	<p>Linking Adverbs: consequently, furthermore, instead, nonetheless, overall, subsequently</p> <p>Subordinating Conjunctions: in case, once, provided that, since, whereas</p>
Punctuation	<p>A to start a sentence</p> <p>for proper nouns (people and places)</p> <p>for personal pronoun I</p> <p>. to complete a sentence</p> <p>! to indicate an exclamation</p> <p>? to complete a question</p> <p>, in a list</p> <p>“ ” recognise speech marks</p>	<p>A for proper nouns (places)</p> <p>! to indicate an exclamation</p> <p>? to complete a question</p> <p>, to separate items in a list</p> <p>' to mark singular possession</p> <p>for contractions</p> <p>“ ” to indicate dialogue</p>	<p>, in a verb list</p> <p>after a fronted adverbial</p> <p>after a fronted subordinate clause</p> <p>' to mark plural possession</p> <p>“ ” to punctuate direct speech</p> <p>,?! to conclude dialogue</p>	<p>A to begin dialogue</p> <p>for proper nouns (brands and titles)</p> <p>, between coordinated sentences</p> <p>after fronted adverbials</p> <p>' plural and possessive 's'</p> <p>“ ” to punctuate direct speech</p> <p>,?! to conclude dialogue within the inverted commas</p>	<p>, to demarcate question tags</p> <p>for parenthesis</p> <p>to clarify meaning to avoid ambiguity</p> <p>... to show incompleteness</p> <p>; between coordinated sentences</p> <p>() for parenthesis</p> <p>- (dash) for parenthesis</p> <p>• to demarcate a list</p>	<p><i>Abc</i> (italics) for internal thoughts</p> <p>: to introduce a list</p> <p>to introduce a clause that expands or illustrates</p> <p>, to replace and</p> <p>- (hyphen) to avoid ambiguity</p> <p>; in a complex list</p> <p>in a bulleted list</p> <p>“ ” vocabulary and structure typical of formal and informal speech and writing</p> <p>• to list information</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words and Phrases	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Understand a noun as a naming word for a person, place or thing Singular and plural nouns Proper nouns: people and places Regular plural noun suffixes – add s or es <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Understand adjective as a word that describes a noun Adjectives of size, colour and character Comparative and superlative forms –er and –es <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> 'Time words' e.g. first, next, then, after that, suddenly, finally <p>Verbs:</p> <ul style="list-style-type: none"> To understand verb as a doing word Simple present tense verbs Simple past tense verbs Suffixes that can be added to verbs e.g. helping, helped, helper Prefixes changing the meaning of verbs e.g. un 	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Proper nouns: places Understand pronoun as a word that replaces a noun or noun phrase Subjective and objective pronouns Simple expansion after the noun Interrogative words to form questions Formation of nouns using suffixes such as 'ness' and 'er' <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Adjectives of shape and touch 2 adjectives before a noun Singular possession Ordinal determiners Expanded noun phrases Interrogative words to form questions Formation of adjectives such as 'ful' and 'ness' 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> Prepositions and adverbials of direction (where) Adverbs of manner (how) Fronted adverbials of manner (how) Interrogative words to form questions <p>Verbs:</p> <ul style="list-style-type: none"> Understand auxiliary verb as a helper verb Progressive tense to form actions in progress using the auxiliary verb to be Consistent use of past or present throughout a piece of writing Imperative verb form for commands 	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Precise nouns Possessive pronouns Prefixes 'super', 'anti' and 'auto' to form nouns <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Adjectives of sound, taste and smell Correct use of the determiners 'a' and 'an' Quantifying determiners Possessive determiners Plural possession <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> Prepositions and adverbials of duration (when) Fronted adverbials of duration (when) <p>Verbs:</p> <ul style="list-style-type: none"> Auxiliary verb <i>will</i> to indicate future tense Auxiliary verb to have to perform the present perfect tense e.g. he has gone out to play Reporting verbs Present participle 	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Proper nouns: brands and titles Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition Expanded noun phrases, modifying adjectives, nouns and prepositional phrases e.g. 'the strict maths teacher with curly hair' <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Adjectives of age, origin and material Understand determiner as a word that limits a noun Demonstrative determiners Expansion after the noun using adjective phrases <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> Fronted adverbials of manner (how) Fronted adverbials of time (when) Stacking adverbials of time and place <p>Verbs:</p> <ul style="list-style-type: none"> Verb synonyms for precision and to create shades of meaning Common irregular verb forms Non-finite verbs ending -ed Placement of auxiliary verbs before the subject to form questions] Standard English forms for verb inflections e.g. 'we were' instead of 'we was' 	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Abstract nouns Collective nouns Relative pronouns Converting nouns or adjectives into verbs e.g. 'ate', 'ise' and 'ify' <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Adjective order Avoid tautology when using adjectives and adverbs Converting nouns or adjectives into verbs e.g. 'ate', 'ise' and 'ify' <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> Adverbs of probability (how likely) Adverbs of frequency (how often) Adverbs to indicate degrees of possibility e.g. perhaps, surely Adverbial order Avoid tautology when using adjectives and adverbs <p>Verbs:</p> <ul style="list-style-type: none"> Modal verbs Auxiliary verb pairs to form question tags Verb prefixes e.g. 'dis', 'de', 'mis', 'over' and 're' 	<p>Nouns and Pronouns:</p> <ul style="list-style-type: none"> Omitted relative pronouns in relative clauses Relative pronouns to introduce reported speech Essential and non-essential relative clauses <p>Adjectives and Determiners:</p> <ul style="list-style-type: none"> Compound adjectives Essential and non-essential relative clauses <p>Adverbs and Prepositions:</p> <ul style="list-style-type: none"> Adverbs of degree (how much) to describe adjectives, adverbs and verbs <p>Verbs:</p> <ul style="list-style-type: none"> Passive voice Hide the agent using the passive voice Formal use of subjunctive Informal use of phrasal verbs

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative Grammar		<ul style="list-style-type: none"> Onomatopoeia Imagery: sight Simile Statements, questions, exclamations and commands 	<ul style="list-style-type: none"> Mirrored bridge Imagers: sound, touch Simile Paragraphs as a way to group related material Headings and subheadings to aid presentation 	<ul style="list-style-type: none"> 'How 2' fronted adverbial Double see-saw Double -ed opener Comparative adverbial Question, question, question Imagery: taste and smell Metaphor Personification Paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> 'How but How' fronted adverbial Double -er sentence The more... The more... Adjective opener Relative Clauses Devices to build cohesion with a paragraph e.g. then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number or tense choice 	<ul style="list-style-type: none"> 'Triple time' fronted adverbial Zoom-out' fronted adverbial Triple -ing sentence Double bridge Sentence invasion Consonance for effect Assonance for effect Hyperbole Choosing appropriate vocabulary and structures for formal and informal writing How words are related by meaning as synonyms and antonyms Using the passive to affect the presentation of information in a sentence Subjunctive form Linking ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections e.g. on the other hand and ellipsis
Vocabulary	<ul style="list-style-type: none"> adjective (wow word) consonant noun verb vowel comma past tense present tense speech marks letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark <p>*Words in bold are a National Curriculum expectation for this year group</p>	<ul style="list-style-type: none"> adjective adverb apostrophe comma command compound exclamation helper verb how opener inverted commas noun noun phrase past tense present tense pronoun question speech marks statement suffix verb verb chain <p>*Words in bold are a National Curriculum expectation for this year group</p>	<ul style="list-style-type: none"> adverbial adverbial clause adverbial phrase clause conjunction coordination determiner direct speech non-finite clause (cover 'ing') future tense possessive pronoun paragraph subheadings headings predicate present perfect preposition subject subordination subordinate clause word family prefix consonant consonant letter vowel vowel letter 	<ul style="list-style-type: none"> adjective phrase common noun apostrophes cohesion determiner fronted adverbial progressive verb proper noun non-finite clauses (eding) pronoun plural and possessive 's' possessive pronoun adverbial Standard English – verb inflections <p>*Words in bold are a National Curriculum expectation for this year group</p>	<ul style="list-style-type: none"> abstract noun ambiguity adverbials cohesion collective noun dash embedded clause modal verb parenthesis question tag relative clause relative pronoun semi-colon bracket bullet points ellipsis <p>*Words in bold are a National Curriculum expectation for this year group</p>	<ul style="list-style-type: none"> active adverbials cohesion agent antonym colon hyphen object passive phrasal verb recipient reported speech subjunctive synonym subject object ellipsis semi-colon bullet points <p>*Words in bold are a National Curriculum expectation for this year group</p>

	<p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>	<p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>	<ul style="list-style-type: none"> • inverted commas (speech marks) <p>*Words in bold are a National Curriculum expectation for this year group</p> <p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>	<p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>	<p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>	<p>Anything not in bold is taught as part of our Rainbow Grammar scheme of work.</p>
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