

Foundation Stage Objectives Grammar

Foundation Stage				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular noun</p> <p>Regular verbs</p> <p>adjectives</p>	<p>How words can combine to make sentences</p> <p>How <i>and</i> can join words and join sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with Spaces</p> <p>Introduction to the use of capital letters, full stops to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation,</p>

FS Objectives Grammar – Additional Challenge

Year 1			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Generate word banks of adjectives.</p> <p>Find alternative adjectives.</p> <p>Make choices about the best adjective for the context.</p> <p>Develop into similes using as: As fierce as a hungry lion As rough as a cat's tongue</p>	<p>Adding detail to sentences with one well-chosen adjective to give more information about a noun: The curious cat peered through the wooden fence.</p> <p>Power of three: repetition of the verb. Charlie pulled and pulled and pulled.</p> <p>Sentence starters: -ly (Luckily, Slowly)</p> <p>Sentence types: question,</p>	<p>Three parts to a story: beginning, middle and end.</p> <p>Begin a story by introducing a character or describing a setting.</p> <p>Recount: events in time order,</p>	<p>Speech bubbles</p>

Year 1 Objectives Grammar

Year 1				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>How <i>and</i> can join words and join sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with Spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

Year 1 Objectives Grammar – Additional Challenge

Year 1			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Generate word banks of adjectives.</p> <p>Find alternative adjectives.</p> <p>Make choices about the best adjective for the context.</p> <p>Develop into similes using as: As fierce as a hungry lion As rough as a cat's tongue</p>	<p>Adding detail to sentences with one well-chosen adjective to give more information about a noun: The curious cat peered through the wooden fence.</p> <p>Co-ordinating conjunctions to join sentences : and, so, but, or</p> <p>Subordinating conjunctions to join sentences: because, when, until, so that, as, while</p> <p>Use of who: He saw an old woman who was carrying a basket of shiny, red apples.</p> <p>Power of three: repetition of the verb. Charlie pulled and pulled and pulled.</p> <p>Sentence starters: -ly (Luckily, Slowly)</p> <p>Sentence types: question, statement, exclamation</p>	<p>Three parts to a story: beginning, middle and end.</p> <p>Begin a story by introducing a character or describing a setting.</p> <p>Recount: orientation opening, events in time order, concluding comment.</p>	<p>Speech bubbles</p>

Year 2 Objectives Grammar

Year 2				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p>	<p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i>)</p>	<p>verb tense (past, present), adjective</p> <p>Noun, noun phrase</p> <p>Suffix</p> <p>Apostrophe</p> <p>Comma</p> <p>Compound</p> <p>Statement, question, exclamation, command</p>

Year 2 Objectives Grammar – Additional Challenge

Year 2 Consolidate Year 1 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Add detail with two well-chosen adjectives: Dragons have long, spiky tails. An ugly, old witch</p> <p>Use precise nouns: tramp, burglar, jogger (man) Parrot, seagull (bird)</p> <p>Similes with like: tall like a skyscraper like a shining star</p> <p>Use adverbs to add detail and information: The butterfly landed delicately on the colourful petals. Slowly mix in the flour.</p> <p>Introduce alliteration: slippery spaghetti flying frogs</p> <p>Use generalisers to inform: Many meerkats... Some meerkats...</p>	<p>Add detail to sentences with well-chosen adjectives and adverbs: The ginger cat ran along the high wall. Dan carefully opened the rusty gate.</p> <p>Expanded noun phrases: The poisonous dragon The dragon with rose-coloured scales</p> <p>Introduce further subordinating conjunctions: as soon as, if, although</p> <p>Introduce relative clause as an embedded clause: Noun + who, whom, which, that Charlie, who was walking along the path, heard a dog bark.</p> <p>Range of sentence starters: ly - Fortunately, unfortunately, gently Time - While, when, as</p> <p>Power of three to describe: Osebo, the leopard, was fierce, proud and boastful. Just admiring your fine drum, your huge drum, your magnificent drum.</p>	<p>Three part narrative structure with an additional clear ending which shows the reader how a character is feeling.</p> <p>In non-narrative, related material grouped and organised appropriately. Diagrams and sub-headings.</p> <p>Instructions organised with list of required resources and clear steps needed to carry out the process.</p>	<p>Introduce direct speech and inverted commas.</p> <p>Imperative/command verbs</p>

Year 3 Objectives Grammar

Year 3				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>, <i>so</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks), consonant, consonant letter vowel, vowel letter, clause, subordinate clause</p>

Year 3 Objectives Grammar – Additional Challenge

Year 3 Consolidate Year 2 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Strengthen verbs for use in dialogue: whispered, grunted, yelled</p> <p>Strengthen verbs to give information about characters: Sophie spied an unusual object at the water's edge. Jack stomped along the road and into the park.</p> <p>Technical vocabulary related to topic: Volcano, erupt, lava, flow, magma</p>	<p>Vary sentence starters:</p> <p>Adverb Slowly, Rose stepped into the dark tunnel.</p> <p>Adverbial phrases How – With a heavy heart, Blue Kangaroo hopped down the stairs. Where – On the other side of the forest, wolf was waiting. When – After a short time, she found herself in front of a tiny cottage.</p> <p>Ing starter Smiling, Jack turned to Rose.</p> <p>Continue to develop use of embedded relative clause: Fibonacci rabbits, who live in fields, like to eat grass.</p> <p>Power of three to add detail: The wolf slunk between the trees, into the dense undergrowth, through the tangled vines and past the gnarled trees.</p> <p>Topic sentence to open paragraphs: Many different animals live in the rain forest.</p>	<p>Use five part structure for narrative: opening, build-up, problem, resolution, ending which form paragraphs.</p> <p>Non-narrative : Introductory hook to introduce topic and interest reader. Paragraphs organise material with the same theme. Developed end with a personal response or an interesting fact.</p>	<p>Colon to introduce a list.</p> <p>Comma with adverbial phrases.</p>

Year 4 Objectives Grammar

Year 4				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (For example, <i>Later that day, I heard the bad news</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (For example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark plural possession (e.g. <i>the girls' names, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>pronoun, possessive pronoun, adverbial, determiner</p>

Year 4 Objectives Grammar – Additional Challenge

Year 4 Consolidate Year 3 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Use adverbs in dialogue: “Come in,” he suggested hesitantly.</p> <p>Use of modal verbs: I might join you for dinner. I could have won if I had tried harder.</p>	<p>Vary sentence starters: ed: Terrified, Harry slunk into the inky shadows.</p> <p>Develop ing starters: Hobbling painfully, the old man entered the open door. Barking furiously, the dog chased the flying frogs through the dark town.</p> <p>Simile: Like a torpedo, the whale swam through the ocean. As tall as a skyscraper, the giant faced the townspeople.</p> <p>Power of three to persuade: Work. Rest. Play.</p> <p>Power of three to show action and pace: Fox raced across the plain, entered the forest and headed for the safety of the cave.</p> <p>Vary sentence length.</p> <p>Use short sentences to speed up events: The hour struck.</p>	<p>Narrative</p> <p>Well-organised in paragraphs which indicate a change in time or place.</p> <p>Use grammatical techniques to create suspense in the build-up to introduce the problem.</p> <p>Non-narrative</p> <p>Information linked within paragraphs using connecting adverbs and other cohesive links.</p>	<p>Secure comma in complex sentences and with fronted adverbials.</p> <p>Comma between direct speech and reporting clause : “The door is open,” called Grandma.</p>

Year 5 Objectives Grammar

Year 5				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, or <i>whose</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or adverbs (e.g. <i>perhaps</i>, <i>surely</i>)</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (For example, He had seen her before.)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p>

Year 5 Objectives Grammar – Additional Challenge

Year 5 Consolidate Year 4 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Develop use of modality degrees of possibility using a range of modal verbs : might, should, will, must adverbs : perhaps, surely</p> <p>Use empty words to add suspense: something, no one, some one</p> <p>Introduce : Metaphor: Emmy was a mouse in class: she never answered any questions.</p> <p>Personification: The palm trees wave goodbye.</p> <p>Onomatopoeia The water gurgled into a crack in the rocks.</p> <p>Develop the use of technical language as appropriate.</p>	<p>Developing sentence starters: Expanding adverbials Early one misty morning... Far beyond the forbidding mountain peaks...</p> <p>Expanding ed starters: Paralysed by fear, Bruno gazed at the soldiers.</p> <p>Power of three: Long, long ago, before your time and mine... Silently, cautiously , yet determined...</p> <p>Embedding ed and ing clause: Dan, tired of waiting, dived into the cool, inviting water. The witch, cackling hideously, snatched the golden bag.</p> <p>Varying sentence length for meaning and effect.</p> <p>Experiment with order in sentences for impact: Sobbing piteously, she ran out of the crowded room. She ran out of the room, sobbing piteously.</p> <p>Use of rhetorical questions.</p>	<p>Narrative:</p> <p>Use different ways of opening a story.</p> <p>Use flashbacks as appropriate.</p> <p>Use changes in time, place and events to link ideas across paragraphs.</p> <p>Use connecting adverbs and other cohesive devices to link ideas within paragraphs .</p> <p>Non-narrative: Clear structure: Introductory opening which engages the reader and makes the purpose of the text explicit.</p> <p>Middle section, giving information – paragraphed appropriately, with ideas linked in and across paragraphs</p> <p>Ending which appeals to the reader.</p> <p>Writer's viewpoint clear and maintained throughout.</p>	<p>Use of brackets.</p> <p>Secure use of commas.</p> <p>Use of colon following character's name in a play script.</p>

Year 6 Objectives Grammar

Year 6				
Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis</p>

Year 6 Objectives Grammar – Additional Challenge

Year 6 Consolidate Year 5 and...			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Convert words into nouns (nominalisation) to convey precise, concise information: was cancelled – cancellation is important – the importance</p> <p>Use specific features to create impact on the reader: figurative language metaphor personification etc.</p>	<p>Use a range of sentence types for impact and effect.</p> <p>Expand noun phrases with precision to convey information concisely: The cancellation of the Egyptian exhibition and the closure of the West Wing... The burning of the forest...</p> <p>Use the passive voice to change perspective or point of view: Active – The Viking invaders destroyed the castle. Passive – The castle was destroyed by the Viking invaders. The castle was destroyed.</p> <p>Use the subjunctive in the most formal writing: If I were to win the lottery, I would travel the world.</p> <p>Use rhetorical questions as a persuasive device.</p>	<p>Use different narrative structures and techniques according to the text type: horror, adventure etc.</p> <p>Use paragraphs effectively to link ideas within and across paragraphs.</p> <p>Non-narrative:</p> <p>Understand the range of non-narrative text types, how they are organised and the degree of formality required.</p> <p>Use a range of appropriate cohesive devices to link ideas across texts.</p> <p>Use appropriate techniques to engage the reader: Opening hook Rhetorical questions Personal comments Varied conclusions</p>	<p>Colon and semi-colon to control meaning and effect of sentences.</p>