

Halton Combined School - Scheme of Work for Grammar

Stage	Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Year Group in which stage would typically be taught
1	To expect written text to make sense and to check for sense if it does not.	Reception
2	To know that words are ordered from left to right	Reception
3	To use a capital letter for the start of their own name.	Reception
4	To reread own writing and check whether it makes sense.	Year 1
5	To expect reading to make sense and check if it does not.	Year 1
6	To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions	Year 1
7	To use capital letters for the personal pronoun "I", for names and for the first word in a sentence To end a sentence with a full stop.	Year 1
8	To add question marks to questions	Year 1
9	To use "and" to join 2 simple sentences.	Year 1
10	To understand other common uses of capitalisation e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis	Year 1
11	To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)	Year 2
12	To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) - identify errors and suggest alternative constructions.	Year 2
13	To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; To use simple gender forms, e.g. his/her correctly; To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration	Year 2
14	To use capitalisation for other purposes e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis	Year 2
15	To write in clear sentences using capital letters and full stops accurately.	Year 2
16	To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.	Year 2
17	To identify speech marks in reading, understand their purpose, use the term correctly.	Year 2
18	To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings	Year 2
19	To use a greater variety of connectives to join 2 sentences	Year 2
20	To use commas to separate items in a list To use exclamation marks to denote strong emotion	Year 2
21	To understand and use the terms "noun", "adjective" and "verb"	Year 2
22	To turn statements into questions, learning a range of "wh" words, typically used to open questions: <i>what, where, when, who</i> , and to add question marks.	Year 2
23	To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.	Year 2
24a	To use the term "verb" appropriately and to understand the function of verbs in sentences through: <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i> 	Year 3
24b	To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: <ul style="list-style-type: none"> • Identifying adjectives in shared reading • Discussing and defining what they have in common i.e. words which qualify nouns • Experimenting with deleting and substituting adjectives and noting the effects on meaning • Collecting and classifying adjectives, e.g. for colours, sizes, moods • Experimenting with the impact of different adjectives through shared writing 	Year 3

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24c	<p>To use the term "pronoun" 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 the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; • investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>, 	Year 3
25	To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i> , in standard English	Year 3
26	<p>To extend knowledge and understanding of pluralisation 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 "collective noun" and collecting examples - experimenting with inventing other collective nouns • noticing which nouns can be pluralized and which cannot, e.g. trousers, rain 	Year 3
27	To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing	Year 3
28	<p>To use the term "comma" 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 • to become aware of the use of commas in marking grammatical boundaries within sentences 	Year 3
29	<p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> • identifying speech marks in reading • beginning to use speech marks in own writing • using capital letters to mark the start of direct speech • to use the term "speech marks" • beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence 	Year 3
30	<p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. <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, e.g. 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 	Year 3
31	To use capitalisation for new lines in poetry	Year 3
32	To understand and use the term "adverb"	Year 3
33	To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.	Year 3
34	<p>To understand and use the term "tense" in relation to verbs</p> <ul style="list-style-type: none"> • To know that tense refers to time • To know that one test of whether a word is a verb is whether or not its tense can be changed • To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense • To develop an awareness of how tense relates to purpose and structure of text 	Year 4

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35	To extend knowledge and understanding of adverbs through: <ul style="list-style-type: none"> • Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> • Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> • Using adverbs with greater discrimination in own writing 	Year 4
36	To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: <ul style="list-style-type: none"> • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) • Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) • Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot 	Year 4
37	To use commas to mark grammatical boundaries within sentences Link this to work on editing and revising own writing	Year 4
38	To use apostrophes to mark possession through: <ul style="list-style-type: none"> • Identifying possessive apostrophes in reading and to whom or what they refer • Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground • Distinguishing between uses of the apostrophe for contraction and possession • To begin to use the apostrophe appropriately in their own writing 	Year 4
39	To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones	Year 4
40	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	Year 4
41	To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading	Year 4
42	To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. " <i>If, then</i> ", " <i>on the other hand...</i> ", " <i>finally</i> ", " <i>so</i> "	Year 4
43	To investigate word order by examining how far the order of words in sentences can be changed: <ul style="list-style-type: none"> • Which words are essential to meaning • Which can be deleted without damaging the basic meaning • Which words or groups of words can be moved into a different order 	Year 5
44	To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes	Year 5
45	To construct sentences in different ways, while retaining meaning through: <ul style="list-style-type: none"> • Combining 2 or more sentences • Re-ordering them • Deleting or substituting words • Writing them in more telegraphic ways 	Year 5
46	To understand the basic conventions of standard English and consider when and why standard English is used: <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 	Year 5

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47	To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions	Year 5
48	To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers	Year 5
49	To understand the difference between direct and reported speech (e.g. " <i>She said, "I am going"</i> " and " <i>She said she was going</i> ") e.g. 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 	Year 5
50	To use the term "preposition" appropriately and to understand the function of prepositions in sentences through: <ul style="list-style-type: none"> • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning 	Year 5
	To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list	Year 5
	From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks	Year 5
51	To extend knowledge, understanding and use of verbs, focussing on: <ul style="list-style-type: none"> • Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will • Forms: active, interrogative, imperative • Person: 1st, 2nd, 3rd, • Identify and classify examples from reading • Experimenting with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning 	Year 5
52	To identify the imperative form in instructional writing and the past tense in recounts. To use this awareness when writing for these purposes	Year 5
53	To use further punctuation marks: colon, semi-colon, dashes, brackets To use punctuation marks accurately in complex sentences	Year 5
54	To use punctuation effectively to sign post meaning in longer and more complex sentences	Year 5
55	To be aware of the differences between spoken and written language, including: <ul style="list-style-type: none"> • The need for writing to make sense away from immediate context • The use of punctuation to replace intonation, pauses, gestures • The use of complete sentences 	Year 5
56	To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: " <i>police shot man with knife</i> ", " <i>nothing acts faster than Anadin</i> ", " <i>baby changing room</i> "	Year 5
57	To ensure that, in using pronouns, it is clear to what or whom they refer	Year 5
58	To investigate clauses through: <ul style="list-style-type: none"> • Identifying the main clause in a long sentence • Investigating sentences which contain more than one clause • Understand how clauses are connected (e.g. by combining 3 short sentences into 1) 	Year 5
59	To use connectives to link clauses within sentences and to link sentences in longer texts	Year 5
60	To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing <ul style="list-style-type: none"> • Transforming a sentence from active to passive and vice-versa • To note and discuss how changes from active to passive affect the word order and sense of a sentence • To investigate further the use of active and passive verbs • To know how sentences can be re-ordered by changing from one to the other • To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i> 	Year 6

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61	To understand the term "impersonal voice" and to be able to write in this style	Year 6
62	To understand features of formal official language through, e.g. : <ul style="list-style-type: none"> • Collecting and analysing examples, discussing when and why they are used • Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary • Collecting typical words and expressions, e.g. "<i>Those wishing to ...</i>"; "<i>hereby ...</i>"; "<i>forms may be obtained ...</i>" 	
63	To revise the language conventions and grammatical features of the different types of text such as: <ul style="list-style-type: none"> • Narrative (e.g. stories and novels) • Recounts (e.g. anecdotes, accounts of observations, experiences) • Instructional texts (e.g. instructions and directions) • Reports (e.g. factual writing, description) • Explanatory texts (how and why) • Persuasive texts (e.g. opinions and promotional literature) • Discursive texts (e.g. balanced arguments) 	Year 6
64	To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines	Year 6
65	To investigate connecting words and phrases: <ul style="list-style-type: none"> • Collect examples from reading and thesauruses • Study how points are typically connected in different kinds of text • Classify useful examples for different kinds of text - for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>) • Identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>) 	Year 6
66	To identify, understand and form complex sentences through, e.g.: <ul style="list-style-type: none"> • Using different connecting devices • Reading back complex sentences for clarity of meaning, and adjusting as necessary • Evaluating which links work best • Identifying main clauses • Using appropriate punctuation 	Year 6
67	To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.	Year 6
68	To revise work on contracting sentences: <ul style="list-style-type: none"> • Summary • Note-making • editing 	Year 6
69	To become aware of conditionals through: <ul style="list-style-type: none"> • Using reading to investigate conditionals, e.g. using <i>if...then, might, could, would</i>, and their uses, e.g. in deduction, speculation, supposition • Using these forms to construct sentences which express, e.g. possibilities, hypotheses • Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future) 	Year 6
70	To revise formal styles of writing: <ul style="list-style-type: none"> • The impersonal voice • The use of passive • Management of complex sentences 	Year 6