

## List of Grammar Objectives

Word			
Year 3	Year 4	Year 5	Year 6
<p>To select nouns to be specific.  <i>To form nouns using a range of prefixes, such as: super-, anti-, auto-</i>  <i>To understand the difference between a proper and a common noun.</i>            To understand the term collective noun.  <i>To use the term pronoun appropriately and to understand the function of pronouns in sentences through seeing how they stand in place of nouns.</i>            To investigate how pronouns are used to mark gender: he, she, they  <i>To distinguish between personal pronouns (I, you, him, it) and possessive pronouns (my, yours, hers)</i>            To distinguish the 1st (I, me, we), 2nd (you), 3rd (she, her, them) person forms of pronouns  <i>To use the term “verb” appropriately and to understand the function of verbs in sentences through: noticing that sentences can not make sense without them; collecting and classifying examples of verbs.</i>            To use the perfect form of verbs (continuous form) to mark relationships of time and cause (e.g. I have written it down so we can check what he said)  <i>To use the term adjective appropriately and to understand the function of adjectives in sentences through: identifying them; discussing and defining what they have in common</i></p>	<p>To recap definitions of proper, common, collective nouns and introduce abstract nouns.  <i>To understand and use the word ‘tense’ in relation to verbs by knowing that tense refers to time.</i>            To extend knowledge and understanding of adverbs through identifying common adverbs with ‘ly’ suffixes and discussing their impact on the meaning of a sentence.  <i>To recap determiners to modify words: Identify the articles within a sentence - a, an (indefinite), the (definite)</i>            To understand the use of expressive and figurative language in stories and poetry through constructing <b>adjectival phrases</b>; examining <b>comparative and superlative adjectives</b>; comparing adjectives on a scale of intensity (hot, warm, tepid etc)  <i>To use fronted adverbials/adverbial phrases to vary sentence structure with appropriate punctuation</i>            To know what a phrase is and identify phrases in sentences  <i>To know what a clause is and identify clauses in sentences</i>            To use powerful verbs to add impact; select adjectives and adverbs for variety and interest  <i>To identify more common prepositions e.g. before, after, during, because of</i></p>	<p>To recap noun classes from year 4 and identify when a noun could be also be an adjective.  <i>To use pronouns accurately to what or whom they refer</i>            To identify more complex prepositions e.g. through, throughout, without, until, during, about.  <i>To know the purpose and uses of modal verbs and auxiliary verbs</i>            To Indicate degrees of possibility by identifying:            Modal verbs (might, shall, would, should, could, may, ought, will, can, must) and Adverbs (perhaps, surely)  <i>To indentify imperative verbs in instructions and past tense in recounts</i>            To convert nouns or adjectives into verbs using suffixes (-ate, -ise)  <i>To identify verb prefixes (dis-, de-, mis-, over- and re-)</i>            To recap superlative and comparative adjectives.  <i>To identify the less obvious verbs in sentences e.g. is, are, has, have, am, went, go</i>            To begin to use ‘conditionals’  <i>To know that adjectives are used to modify the noun. To be able to identify when these modifying words are other word classes (not adjectives) e.g. the lamp glowed (is a verb)</i>  <i>It was such a bright red! (is a noun)</i></p>	<p>To revise the different word classes: nouns, verbs, adverbs, adjectives, prepositions, pronouns etc  <i>To recap modal and auxiliary verbs and know that a verbs infinitive is its bare root-word.</i>            Finite verbs            Subjunctive verbs            To understand and use the terms ‘active’ and ‘passive’ when referring to verbs.  <i>To know that a verbs complement adds more information about the verbs subject (or its object)</i>            To identify whether a sentence is active or passive by identifying the subject and object  <i>To understand the term ‘impersonal’ (formal) and ‘personal’ (informal) voice.</i>            Understand the term ‘conditionals’ (if, then, might, could, would) by constructing sentences which express possibilities – to speculate cause (past) and review options and their outcomes (future)  <i>To identify phrases and clauses within a sentence</i>            To know that nouns, verbs and adverbs can also characterise a noun (not just adjectives)  <i>To know determiners include articles, demonstratives, possessives, quantifiers an numerals Present and past participles</i></p>

<p><i>(words which qualify nouns); experimenting with deleting and substituting adjectives and seeing the effect on meaning; collecting and classifying them (moods, colours etc)</i></p> <p>To understand the term 'adverb' and be able to identify simple adverbs e.g. slowly.</p> <p><i>To understand the term 'preposition' (spatial only e.g. next to, over, under)</i></p> <p>To use the determiners 'a' or 'an' to modify a word according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p><i>To extend knowledge and understanding of pluralisation through recognising the use of singular and plural forms in speech and through share writing; transforming sentences from singular to plural and vice versa; noticing which nouns can be pluralised and which can not (e.g. trousers, rain)</i></p> <p>To understand the differences between verbs in the 1st, 2nd and 3rd person (e.g. I/we do, you do, he/she/does, they do) by noting the differences between the singular and plural persons.</p> <p><i>To understand the text type associated with the persons. E.g diaries and personal letters = 1st person; instructions and directions = 2nd person; narrative and recounts = 3rd person etc</i></p> <p>To identify vowels and consonants</p>	<p>To understand and use the term 'synonym' to find alternative words with the same/similar meaning</p>	<p>To find alternative words with the same meaning (synonyms) and find the words with the opposite meanings (antonyms)</p> <p><i>To recap year 4 determiners. To know other ways to modify the noun is using 'demonstratives' and possessives</i></p>	
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Sentence			
Year 3	Year 4	Year 5	Year 6
<p>To express <b>time</b> using conjunctions (after, while, before); adverbs (then, next soon) and prepositions (before, after, during)</p> <p>To express <b>cause</b> using conjunctions (when, so, because); adverbs (therefore) and prepositions (because of, in)</p> <p>To extend sentences to have more than one clause using a wider range of conjunctions, e.g. when, if, because, although, or, and, but</p> <p>To continue developing a mixture of simple and compound sentences</p> <p>To begin to experiment writing complex sentences using a subordinate clause either at the beginning or the end, using subordinating conjunctions (if, so, while, though, since, when)</p> <p>To revise sentence types (command, question, statement) and the associated punctuation which belongs to it (e.g. exclamation mark belongs to a command)</p> <p>Recap turning statements into questions and vice versa. To know that a statement ends with a full stop and a question ends in a question mark</p> <p>To identify and use noun phrases</p> <p>To identify and use alliteration and similes</p>	<p>To categorise connectives: time, cause, additional and oppositional</p> <p>To recap subordinating conjunctions used to add a subordinate clause (after, since, because, when, although)</p> <p>To know what a simple, compound, complex sentence is and explain why.</p> <p>To identify subordinate clauses and to understand that a subordinate clause can be placed at the beginning or end of the complex sentence</p> <p>To recognise how commas, connectives and full stops are used to join and separate clauses and how some are more effective than others.</p> <p>To change statements to questions; questions to commands; commands to statements and vice versa.</p> <p>To know that a statement ends in a full stop; question in a question mark and command in a exclamation mark.</p> <p>To vary sentences, adding phrases to enhance meaning</p> <p>To use noun phrases (adjectival) and adverbial phrases</p> <p>To understand the importance of subject verb agreement and identify when it had been used incorrectly in a sentence.</p> <p>To identify and use Alliteration, smiles, metaphors and onomatopoeia. Examine its impact in a sentence.</p>	<p>To identify the differences between time, causal, additional, oppositional and logical connectives.</p> <p>To know that some connectives can also be prepositions, conjunctions or adverbs</p> <p>To understand the difference between subordinating and coordinating conjunctions</p> <p>To identify a main clause in a long sentence and in sentences which contain more than one clause</p> <p>To use complex sentences accurately by using a subordinate clause, using subordinating conjunctions</p> <p>To use relative pronouns (which, who, that, where, whose) to add an embedded clause/relative clause to a main clause to make a complex sentence.</p> <p>To use noun phrases, adverbial phrases and introduce prepositional phrases and expanded noun phrases for clarity, detail and precision</p> <p>To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes</p> <p>To construct sentences in different ways, while retaining meaning through combining 2 or more sentences; re-ordering them; deleting/substituting words etc.</p> <p>To recap subject-verb agreement. To be able to identify the subject and verb within a sentence and edit sentences to ensure the subject and verb agree.</p> <p>To identify and use literary features and discuss its impact and effect: alliteration, similes, metaphors, onomatopoeia, idioms and proverbs</p>	<p>To transform a sentence from passive to active and vice versa.</p> <p>To change a personal sentence to an impersonal one and vice versa.</p> <p>To revise all connective categories: position (besides, nearby); sequence (firstly, secondly); logic (therefore, so) etc....</p> <p>To identify connectives which have multiple purposes e.g. on, under, besides.</p> <p>To identify coordinating/subordinating/contrasting conjunctions</p> <p>To write sentences appropriate/effective for text type, audience and purpose</p> <p>To identify, understand and form complex sentences; identifying the main and subordinate clause within it.</p> <p>To understand how different clauses can be manipulated to achieve different effects.</p> <p>To recap using embedded clauses and using more than one subordinate clause using all appropriate punctuation.</p> <p>To revise work on contracting sentences by summarising, note-taking, editing etc</p> <p>To add an expanded noun phrase to a sentence or identify it within one.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To identify verb phrases within a sentence.</p> <p>To recap year 5 literary features and introduce personification</p>

Text			
Year 3	Year 4	Year 5	Year 6
<p>To ensure grammatical agreement in speech and writing of pronouns and verbs. (E.g. I am; we are) in standard English.</p> <p><i>To be aware of concision – experiment with deleting words in sentences to see which are essential to retain meaning and which are not.</i></p> <p>Introduction to paragraphs as a way to group related material.</p> <p><i>To use headings and sub-headings to aid presentation</i></p> <p>To use 1<sup>st</sup> and 3<sup>rd</sup> person and tense consistently</p>	<p>To distinguish between standard and non-standard English. (Standard English forms for verb inflections instead of local spoken forms e.g. ‘we were’ instead of ‘we was’ or ‘I did’ instead of ‘I done’) and the avoidance of use of slang.</p> <p><i>To extend upon year 3 to use paragraphs to organise ideas around a theme</i></p> <p>To identify the use of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p><i>To know the grammatical difference between plural and possessive/s</i></p> <p>To use appropriate choice of pronoun or noun across sentences</p> <p><i>To maintain consistent use of person, tense and pronouns</i></p>	<p>To understand the conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs; avoidance of double negatives; avoidance of slang words and contractions; avoidance of similes, metaphors and idioms.</p> <p><i>To investigate word order by examining how far the order of words in sentences can be changed: which words are essential to meaning; which can be move to a different order etc (concision)</i></p> <p>To understand, use and identify devices to build cohesion within paragraphs (then, after that, this, firstly)</p> <p><i>Understand the terms semantic and grammatical cohesion.</i></p> <p>Using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) – also used for cohesion.</p> <p><i>To recap the purpose of using paragraphs (new location, time, change of event, etc)</i></p> <p>Use appropriate and consistent tense choices by investigating how different tenses are formed using auxiliary verbs (have, was, shall, will, be, do)</p> <p><i>Understanding the range of verb tenses to move between past, present and future</i></p> <p>To understand different styles of writing are associated with different text types e.g. formal writing for a letter of complaint, informal for a diary entry; and to adapt writing for different readers an purposes, e.g. simplifying for younger readers.</p>	<p>To revise the construction of standard and non-standard English by identifying when the subject and verb doesn’t agree an in standard English using the ‘I’ and ‘me’ correctly (recap year 4 and 5)</p> <p><i>To be able to write in a formal style by understanding its features – imperative verbs, use of passive voice, use of the subjunctive ‘reported’ rather than ‘said’, official vocabulary e.g. those wishing to...</i></p> <p>To revise language conventions and grammatical features of the different text types e.g. recounts – anecdotes, experiences; reports – factual; explanation – how and why etc</p> <p><i>To conduct language investigations – looking at how language has changed over time; dialect, proverbs etc</i></p> <p>To recap cohesive devices to link ideas across paragraph: semantic cohesion (repetition of a word or phrase); grammatical connections (use of adverbials) and elision</p> <p><i>To understand the purpose of layout devices such as sub-headings, columns, bullet points or tables to structure a text</i></p> <p>To vary choice of verbs (clambered, plodded) and adverbs (reasonably well behaved children) to show shades of meaning.</p>

<b>Punctuation</b>			
Year 3	Year 4	Year 5	Year 6
<p>To secure knowledge of question marks and exclamation marks in reading, understanding their purpose and use appropriately in own writing.</p> <p><i>To use capital letters for a range of purposes including new lines in poetry, proper nouns, after a full stop, titles etc</i></p> <p>To demarcate sentences with capital letters, full stops, question marks and exclamation marks.</p> <p><i>To use the term comma appropriately and to understand the function of commas in sentences to mark causes and for lists.</i></p> <p>To use apostrophes to mark omission (contraction) e.g. wouldn't (would not)</p> <p><i>To know the basic conventions of speech punctuation by identifying speech marks/inverted commas in reading and beginning to use them in own writing using capital letters to mark the start of direct speech.</i></p>	<p>To use full stops, capital letters, question marks and exclamation marks mostly accurately</p> <p><i>To use commas to mark grammatical boundaries within sentences (to separate phrases and clauses within a sentence, after fronted adverbials and in a list)</i></p> <p>To use apostrophes to mark possession through identifying possessive apostrophes and 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.</p> <p><i>To distinguish between uses of the apostrophe for contraction and possession</i></p> <p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks and respond to them appropriately when reading</p> <p><i>To use speech marks accurately and punctuate direct speech.</i></p>	<p>To indicate parenthesis using brackets, dashes and commas (all have same purpose)</p> <p><i>To revise use of commas from year 4 and to clarify meaning or avoid ambiguity; to embed phrases and clauses within sentences; for a pause; to separate name of someone being addressed and for dates and numbers.</i></p> <p>Secure use of the apostrophe for possession and omission</p> <p><i>Use of colon to signal a list</i></p> <p>Use of hyphen to join two words together</p> <p><i>Use of semi-colon to join two sentences together</i></p> <p>Use of inverted commas to demarcate direct speech or quotations and the use of commas before and within speech. To accurately use a new line for a new speaker</p> <p><i>To understand the difference between direct and reported speech; change reported speech to direct speech and vice versa</i></p>	<p>Revise all punctuation: commas, full stops, capital letters, question, exclamation marks;</p> <p>Parenthesis (commas, dashes and brackets)</p> <p>Colons, semi-colons, inverted commas, apostrophes etc</p> <p><i>To use and understand the punctuation of bullet points to list information</i></p> <p>To understand how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')</p> <p><i>To understand the use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</i></p> <p>To use dashes and brackets to introduce explanations or examples</p>

