

# Grammar Overview Stage 3



|             | Statutory Requirement                                                                                                                                                                                                                           | Education Shed Objectives                                                                  |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Word        | Formation of nouns using a range of prefixes<br>[for example super-, anti-, auto-]                                                                                                                                                              | W1.1 Identify sort nouns                                                                   |
|             |                                                                                                                                                                                                                                                 | W1.2 What are prefixes?                                                                    |
|             |                                                                                                                                                                                                                                                 | W.1.3 The prefix un-                                                                       |
|             |                                                                                                                                                                                                                                                 | W1.4 – 1.7 The prefixes super-, anti- and auto-                                            |
|             | Use the forms a or an according to whether the next word begins with a consonant or a vowel<br>[for example, a rock, an open box]                                                                                                               | W2.1 Vowel and consonants with a or an                                                     |
|             |                                                                                                                                                                                                                                                 | W2.2 Use a or an correctly                                                                 |
| Sentence    | Expressing time, place and cause using conjunctions<br>[for example, when, before, after, while, so, because], adverbs<br>[for example, then, next, soon, therefore.], or prepositions<br>[for example, before, after, during, in, because of.] | W3.1 Identify and sort prefix, suffix and root word                                        |
|             |                                                                                                                                                                                                                                                 | W3.2 Add an appropriate prefix or suffix to root words                                     |
|             |                                                                                                                                                                                                                                                 | S1.1 Coordinating and subordinating conjunctions                                           |
|             |                                                                                                                                                                                                                                                 | S1.2 Identify, define and use prepositions                                                 |
| Punctuation | Introduction to inverted commas to punctuate direct speech                                                                                                                                                                                      | S1.3 – 1.4 Conjunctions, adverbs and prepositions                                          |
|             |                                                                                                                                                                                                                                                 | P1.1 Identify the words that are being spoken                                              |
|             |                                                                                                                                                                                                                                                 | P1.2 Punctuate spoken sentences                                                            |
|             |                                                                                                                                                                                                                                                 | P1.3 Synonyms for said                                                                     |
|             |                                                                                                                                                                                                                                                 | P1.4 Create grammatically accurate sentences including speech                              |
|             |                                                                                                                                                                                                                                                 | P1.5 Punctuate spoken sentences using all punctuation                                      |
| Text        | Introduction of paragraphs as a way to group related material                                                                                                                                                                                   | P1.6 Identify which speech sentences are punctuated correctly                              |
|             | Headings and sub-headings to aid presentation                                                                                                                                                                                                   | T1.1 - 1.2 Grouping ideas into paragraphs                                                  |
|             | 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]                                                                                                  | T2.1 Choose appropriate headings                                                           |
|             |                                                                                                                                                                                                                                                 | T3.1 Simple past and simple present tense                                                  |
|             |                                                                                                                                                                                                                                                 | T3.2 Introduction to the present perfect                                                   |
|             |                                                                                                                                                                                                                                                 | T3.3 Choose the correct auxiliary verb for the present perfect tense                       |
|             |                                                                                                                                                                                                                                                 | T3.4 Use the correct verb form including irregular verb forms in the present perfect tense |
|             |                                                                                                                                                                                                                                                 | T3.5 Identify and sort present perfect and simple past sentences                           |
|             |                                                                                                                                                                                                                                                 | T3.6 Change sentences from simple past to present perfect                                  |
|             |                                                                                                                                                                                                                                                 | T3.7 Create sentences in the present perfect tense                                         |
| Vocabulary  | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')                                                                 |                                                                                            |

# Grammar Overview Stage 4



|             | Statutory Requirement                                                                                                                                                                              | Education Shed Objectives                                                                                                                                                  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word        | The grammatical differences between plural and possessive s                                                                                                                                        | W1.1 – 1.3 Recognising the grammatical differences between plural and possessive -s                                                                                        |
|             |                                                                                                                                                                                                    | W1.4 Revising and extending using apostrophes to mark singular possession in nouns                                                                                         |
|             |                                                                                                                                                                                                    | W1.5-1.7 Recognising the grammatical differences between plural and possessive -s                                                                                          |
|             | Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]                                                     | W2.1 Inflections of the verb to be using standard English and identifying verb forms in standard English<br>W2.2 Identifying local non-standard terms in everyday language |
| Sentence    | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)                              | S1.1 Identify and sort determiners, adjectives and nouns                                                                                                                   |
|             |                                                                                                                                                                                                    | S1.2 Add adjectives before nouns                                                                                                                                           |
|             |                                                                                                                                                                                                    | S1.3 Identify prepositional phrases and add prepositional phrases to a sentence                                                                                            |
|             |                                                                                                                                                                                                    | S1.4 Identify and sort determiners, adjectives and nouns                                                                                                                   |
|             |                                                                                                                                                                                                    | S1.5 Expand sentences using adjectives and prepositional phrases                                                                                                           |
|             | Fronted adverbials [for example, later that day, I heard the bad news]                                                                                                                             | S2.1 Revise work on conjunctions adverbs and prepositions                                                                                                                  |
|             |                                                                                                                                                                                                    | S2.2-2.3 Identify adverbial phrases and select the most appropriate one<br>S2.4 – 2.5 Rearrange sentences so the adverbial is at the front and punctuate correctly         |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"] | P1. Revise Stage 3 P.1                                                                                                                                                     |
|             | Apostrophes to mark plural possession [for example, the girl's name, the girls' names]                                                                                                             | P2.2 – 2.4 Identify and use the correct speech punctuation in a sentence                                                                                                   |
|             |                                                                                                                                                                                                    | P2.4a Add punctuation marks sentences including inverted commas                                                                                                            |
|             | Use commas after fronted adverbials                                                                                                                                                                | P3.1 – 3.2 Identify correct use of apostrophes for plural possession                                                                                                       |
|             |                                                                                                                                                                                                    | P3.3 Identify and use apostrophes for plural possession including irregular plurals.                                                                                       |
| Text        | Use of paragraphs to organise ideas around a theme                                                                                                                                                 | T1.1 Ongoing through writing lessons in English following taught content in Stage 3.                                                                                       |
|             |                                                                                                                                                                                                    | T1.2 Sorting sentences into paragraphs based on TiPToP themes                                                                                                              |
|             | Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition                                                                                             | T2.1 Revise noun types. Sort words into word classes                                                                                                                       |
|             |                                                                                                                                                                                                    | T2.2 Identify and sort noun types                                                                                                                                          |
|             |                                                                                                                                                                                                    | T2.3 - 2.4 Identify and sort nouns and pronouns                                                                                                                            |
|             |                                                                                                                                                                                                    | T2.5 Identify and sort nouns and pronouns.                                                                                                                                 |
|             |                                                                                                                                                                                                    | T2.6 Find and correct pronoun errors in a sentence                                                                                                                         |
| Terminology | determiner, pronoun, possessive pronoun, adverbial                                                                                                                                                 |                                                                                                                                                                            |

# Grammar Overview Stage 5



|             | Statutory Requirement                                                                                                                                                                               | Education Shed Objectives                                                                    |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Word        | Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]                                                                                                            | W1.1 Identifying and sorting nouns, adjectives, verbs and adverbs                            |
|             |                                                                                                                                                                                                     | W1.2 Identifying and sorting conjunctions, determiners and prepositions                      |
|             |                                                                                                                                                                                                     | W1.3 and 1.4 Converting nouns or adjectives into verbs using suffixes                        |
|             | Verb prefixes [for example, dis-, de-, mis-, over-, and re-]                                                                                                                                        | W2.1 Identifying and using verb prefixes                                                     |
| Sentence    | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun                                                                                                | S1.1 Revise the terms personal and possessive pronoun                                        |
|             |                                                                                                                                                                                                     | S1.2 Introduce relative pronouns                                                             |
|             | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]                                                              | S2.1 Introducing and identifying modal verbs                                                 |
|             |                                                                                                                                                                                                     | S2.2 Sorting and ordering modal verbs in terms of probability                                |
|             |                                                                                                                                                                                                     | S2.3 Introducing adverbs of possibility                                                      |
| Punctuation | Brackets, dashes or commas to indicate parenthesis                                                                                                                                                  | P1.1 Brackets to indicate parenthesis                                                        |
|             |                                                                                                                                                                                                     | P1.2 Dashes to indicate parenthesis                                                          |
|             |                                                                                                                                                                                                     | P1.3 Commas to indicate parenthesis                                                          |
|             |                                                                                                                                                                                                     | P1.4 Brackets, dashes and commas to indicate parenthesis                                     |
|             | Use of commas to clarify meaning or avoid ambiguity                                                                                                                                                 | P2.1 Identify an extra clause at the opening of a sentence                                   |
|             |                                                                                                                                                                                                     | P2.2 Identifying clauses and phrases at the start of sentences and embedded within sentences |
|             |                                                                                                                                                                                                     | P2.3 – 2.5 Identifying when commas are needed in lists and to avoid ambiguity                |
| Text        | Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly]                                                                                                        | T1.1 Identify and define cohesive features                                                   |
|             |                                                                                                                                                                                                     | T1.2 Identify and sort adverbs, conjunctions and pronouns                                    |
|             |                                                                                                                                                                                                     | T1.3 Improve cohesion by adding cohesive devices from selection into simple paragraphs       |
|             | Linking ideas across paragraphs using adverbials of time [for example, later] place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | T2.1 Identify and sort adverbials of time, place and number                                  |
|             |                                                                                                                                                                                                     | T2.2 Add appropriate adverbials from a selection                                             |
|             |                                                                                                                                                                                                     | T2.3 Improve paragraphs/texts by adding in appropriate adverbials from selection             |
| Terminology | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity                                                                                                      |                                                                                              |

# Grammar Overview **Stage 6**



|                    | Statutory Requirement                                                                                                                                                                                                                                                                                     | Education Shed Objectives                                                      |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Word</b>        | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in – enter]                                                                                                                | W1.1 Introduce formal and informal language                                    |
|                    |                                                                                                                                                                                                                                                                                                           | W1.2 Edit poor examples of formal language to make them more appropriate       |
|                    | How words are related by meaning as synonyms and antonyms [for example, big, large, little].                                                                                                                                                                                                              | W2.1a – W2.1b Identify antonyms and synonyms from lists of words               |
|                    |                                                                                                                                                                                                                                                                                                           | W2.1c – W2.1d Identify and match synonyms in different contexts                |
| <b>Sentence</b>    | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].                                                                                                                    | S1.1a – 1.1b Explore active and passive voice                                  |
|                    |                                                                                                                                                                                                                                                                                                           | S1.1c – 1.1e Create sentences using the active and passive voice               |
|                    |                                                                                                                                                                                                                                                                                                           | S1.1f – 1.1g Rearrange and write sentences using the active and passive voice. |
|                    | The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | S2.1 Identify situations where formal or informal language would be used       |
|                    |                                                                                                                                                                                                                                                                                                           | S2.2 Introducing and using the subjunctive                                     |
|                    |                                                                                                                                                                                                                                                                                                           | S2.3 Understanding the use of question tags                                    |
| <b>Punctuation</b> | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]                                                                                                                                                                            | P1.1 Explore the three punctuation marks – semicolon, colon and dashes         |
|                    |                                                                                                                                                                                                                                                                                                           | P1.2 Explore independent clauses                                               |
|                    |                                                                                                                                                                                                                                                                                                           | P1.3a – P1.3d Adding the correct punctuation to sentences                      |
|                    | Use of the colon to introduce a list and use of semi-colons within lists                                                                                                                                                                                                                                  | P2.1 Using colons and semicolons for lists and list sentences                  |
|                    | Punctuation of bullet points to list information                                                                                                                                                                                                                                                          | P3.1 Punctuation of bullet points to list information                          |
| <b>Text</b>        | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis                                                           | T1.1 Linking ideas across paragraphs using a wider range of cohesive devices   |
|                    |                                                                                                                                                                                                                                                                                                           | T2.1 Incorporating a variety of layout devices to structure a text.            |
|                    | Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text]                                                                                                                                                                                                       |                                                                                |
| <b>Terminology</b> | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points                                                                                                                                                                                                    |                                                                                |