



St Joseph's Catholic Primary School

Year 1-Grammar Expectations

Word	Make nouns plural with suffixes 's' (dog - dogs) or 'es' (wish - wishes) Add suffixes to verbs (help - helping, helped, helper) Use the prefix 'un' to change the meaning of verbs (untie) and adjectives (unkind)
Sentence	Combine words to make sentences. Join words and join clauses using 'and'
Text	Sequence sentences to form short stories
Punctuation	Separate words with spaces Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and for the personal pronoun 'I'
Handwriting	Sit and hold a pencil correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Spaces between words
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark



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Year 2—Grammar Expectations

Word	Make nouns using suffixes such as 'ness' (sadness) and er (runner) Make nouns which are compound words (whiteboard, superman) Make adjectives using suffixes such as 'ful' (hopeful) and 'less' (careless) Use the suffixes 'er' and 'est' in adjectives (smaller)
Sentence	Use the conjunctions 'when, if, that, because' and 'or, and, but' Use expanded noun phrases for description (the blue butterfly)
Text	* Choose and correctly use the present tense and past tense in writing. * Use the progressive form of verbs in the present and past tense to show actions in progress (she is drumming, he was shouting)
Punctuation	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling (can't) and to mark singular possession in nouns (the girl's name)
Handwriting	Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some writing Capital letters & digits of correct size, orientation & relationship & to lower-case letters Use spacing between words that reflects the size of the letters.
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



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Year 3—Grammar Expectations

Word	Form nouns using a range of prefixes (super, anti, auto) Use a or an accurately (<u>a</u> rock, <u>an</u> open box)
Sentence	* Express time, place and cause using: conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore)
Text	Begin to use paragraphs, headings and sub-headings Use the present perfect form of verbs (He has gone out to play) instead of
Punctuation	* Use inverted commas to punctuate direct speech
Handwriting	Use the diagonal and horizontal strokes needed to join some letters Understand which letters are best left unjoined Increase the legibility, consistency and quality of their handwriting,
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')



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Year 4—Grammar Expectations

Word	Understand difference with 's' for plurals (books) and possessives (its, theirs) Use Standard English (we were, I did)
Sentence	Develop Expanded Noun phrases (the teacher - the strict maths teacher with curly hair) Fronted adverbials (Later that day, ...)
Text	Use paragraphs to organise ideas around a theme Choice appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
Punctuation	Use inverted commas and other punctuation for direct speech (The conductor shouted, "Sit down!") Apostrophes to show plural possession (the girl's name, the girls' names) * Use commas after fronted adverbials
Handwriting	Use the diagonal and horizontal strokes needed to join some letters Understand which letters are best left unjoined Increase the legibility, consistency and quality of their handwriting,
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



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Year 5–Grammar Expectations

Word	Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)
Sentence	Write relative clauses beginning with: who, which, where, when, whose, that Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)
Text	Build cohesion within a paragraph (then, after that, this, firstly) Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)
Punctuation	Brackets, dashes or commas to indicate parenthesis Use commas
Handwriting	Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices Decide whether or not to join specific letters Choose the writing implement that is best suited for a task
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



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Year 6—Grammar Expectations

Word	* Use informal and formal vocabulary appropriately (eg: find out - discover; ask for - request; go in - enter) * Use synonyms and antonyms
Sentence	- Use the passive voice - Use question tags (He's your friend, isn't he?) - Use the subjunctive forms (If I were ... or <u>Were they</u> ...)
Text	- Link ideas across paragraphs by repeating a word or phrase, using adverbials (On the other hand, in contrast, or as a consequence] and ellipsis (...) - Use headings, sub-headings, columns, bullets, or tables to structure text
Punctuation	- Use the semi-colon, colon and dash to separate independent clauses (It's raining; I'm fed up) - Use the colon to introduce a list and semi-colons within lists - Use bullet points and accurate punctuation to list information * Use hyphens (recover or re-cover]
Handwriting	- Write legibly, fluently and with increasing speed - Choose which shape of a letter to use when given choices - Decide whether or not to join specific letters - Choose the writing implement that is best suited for a task
Terminology for pupils	- subject, object active, passive synonym, antonym - ellipsis, hyphen, colon, semi-colon, bullet points