#  Progression through grammatical terms/word classes

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| Nouns and adjectives  | **Nouns** (Year 2): * Common nouns, e.g. *table, cat, mountain*.
* Proper nouns, e.g. *July, Monday, Luke, Burnley.*
* possessive apostrophe with singular nouns (e.g. *the girl’s books*) and plural nouns (e.g. *the girls’ books*).
 | **Adjectives** (Year 2) Select, generate and effectively use adjectives.       | **Noun Phrases** (year 2)Adding adjectives to create noun phrases e.g. *the blue butterfly with**shimmering wings* (for description), *granulated sugar* (for specification). | **Noun Phrases** (Year 4) 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.* | **Noun Phrases** (Year 5) Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth*  |
| Verbs  | **Verbs** (Year 2) * Verbs as ‘doing’

or ‘action’ words; * Verbs as ‘being’ words, e.g. *am, was, were.*
* Tense

consistency  | **Progressive form of verbs** (Year 2)in the present and past tense to mark actions in progress, e.g. *she is drumming*; *he was shouting*  | **Present perfect form of verbs** (Year 3) instead of the simple past, e.g. *He has gone out to play (*present perfect*)* contrasted with *He went out to play* (simple past). | **Modal verbs** (Year 5) to indicate degrees of possibility e.g. *might,* *could, shall, will, must.*  | **Past perfect and future perfect form of verbs**(Year 6)e.g. *He had gone out to play* (past perfect) *He will have gone out to play* (future perfect)  | **Passive and active** (Year 6)e.g.*I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*  | **Subjunctive verb forms** (Year 6)* The hypothetical

subjunctive (‘if’, ‘wish’) * The mandatory

(bossy) subjunctive |
| Adverbs and adverbials  | **Adverbs** (Year 2)* Simple adverbs –

ly * Use suffix ly to turn adjectives into adverbs e.g. *slowly, gently, carefully.*
 | **Adverbs** (Year 3)* Expressing time, place and cause using adverbs, e.g. then, next, *suddenly, silently, eventually*. *soon,*

*therefore* * Expressing number or frequency using adverbs, e.g. *never, seldom, once, regularly.*
 | **Adverbials** (Year 4) Expressing time, place and cause using: * adverbial phrases,

e.g. *the elf crept out from behind the Christmas tree.* * Adverbial clauses,

e.g. Dan crept through the door as the church bells rang.  | **Fronted Adverbials** (Year 4) * Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
* Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled.*
 | **Adverbs** (Year 5) Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably.*  | **Adverbials to build cohesion between paragraphs** (Year 6)**:** * In discursive and persuasive texts, e.g*. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
* In narrative, e.g. *in the meantime, meanwhile, in due*

*course, until then*   |

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| Conjunctions  | **Coordinating conjunctions** (Year 1)* *and*
* *so*
* *but*
* *or*
 | **Subordinating conjunctions** (Year 2 and Year 3) **, e.g.** *if, when, although, because, while, as, after, before, until, since*  |
| Pronouns  | **Pronouns** (Year 4) **:** Appropriate choice of **pronoun** or **noun** to aid cohesion and avoid repetition   | **Relative pronouns** (Year 5) **:** to create sentences with relative clauses, e.g. *The thief broke into the house which stood on the top of the hill. Sam, who had remembered his wellies, was first to jump in the river.*  | **Relative pronouns** (Year 5) **:** to create sentences where the relative pronoun is omitted, e.g . *Tina, standing at the bus stop, pondered the day ahead.*  |
| Prepositions   | **Prepositions** (Year 3) **:** Relating to place and position, e.g. *under, beneath, above, beyond, below*  | **Prepositions** (Year 3)**:** expressing time, place and cause using prepositions e.g. before, after, during, in, because of  |
| Determiners  | **Determiners** (Year 3) : Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowele.g. *a rock, an open box.*  | **Determiners** (Year 4) : Identify, select and use determiners including:* articles: *a/an, the*
* demonstratives : *this/that; these/those*
* possessives: *my/your/his/her/its/our/their*
* quantifiers: *some, any, no, many, much, every*
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