

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>The Priory Church of England Primary School</b></p> <p><u>CORE GRAMMAR TERMINOLOGY</u></p> <p><b>CONSOLIDATE</b></p> <p>NB <b>Bold</b> denotes a statutory requirement of the National Curriculum</p>		<p><b>Consolidate:</b> Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b></p> <p>Simile – ‘like’</p>	<p><b>Consolidate:</b> <b>Punctuation</b> Finger spaces Letter Word Sentence</p> <p>Full stops Capital letter Question mark <b>Exclamation mark</b> Speech bubble Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration</p> <p>Simile – ‘as’ / ‘like’</p>	<p><b>Consolidate:</b> <b>Statement question exclamation Command</b></p> <p>Full stops Capital letter Question mark Exclamation mark ‘Speech marks’ (inverted commas) Bullet points</p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Commas for sentence of 3 – description, lists</b></p> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b> Bossy verbs (imperative) <b>Tense (past, present, future)</b> Connective Generalisers Alliteration</p> <p>Simile – ‘as’ / ‘like’</p>	<p><b>Consolidate:</b> <b>Statement question Command exclamation</b></p> <p>Full stops Capital letter Question mark Exclamation mark Direct speech <b>Inverted commas</b> Bullet points <b>Apostrophe (contractions only)</b></p> <p><b>Commas for sentence of 3 – description, action</b></p> <p><b>Singular/ plural Suffix/ Prefix Word family</b> <b>Consonant/Vowel Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> <b>Tense (past, present, future, imperative)</b> <b>Conjunction</b> <b>Preposition</b> generaliser <b>Clause / relative clause</b> <b>Subordinate clause</b> pronoun <i>Coordinating conjunction</i> <i>Subordinating conjunction</i> Alliteration Simile – ‘as’ / ‘like’ synonyms</p>	<p><b>Consolidate:</b> <b>Statement question exclamation Command</b></p> <p>Colon for instructions</p> <p>Full stops/ Capitals Question mark Exclamation mark Direct speech Inverted commas Bullet points</p> <p><b>Apostrophe contractions/ possession</b> <b>Commas for sentence of 3 – description, action</b></p> <p><b>Singular/ plural Suffix/ Prefix Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase Verb / Adverb</b> <b>Tense (past, present, future, imperative)</b> <b>Conjunction</b> <b>Preposition</b> Determiner/ generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> Alliteration Simile – ‘as’ / ‘like’ Synonyms</p>	<p><b>Consolidate:</b> <b>Statement question exclamation command</b></p> <p>Full stops/ Capitals Question mark Exclamation mark Direct speech Inverted commas Bullet points <b>Apostrophe contractions/ possession</b> <b>Commas for sentence of 3</b> Colon – instructions Parenthesis <b>Bracket- dash</b></p> <p><b>Singular/ plural Suffix/ Prefix Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun / noun phrase / Verb / Adverb</b> <b>Tense (past, present, future, imperative)</b> modal verb <b>Conjunction</b> <b>Preposition</b> Determiner/ generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate / relative clause</b> <b>Adverbial</b> Rhetorical question <i>Present and past progressive</i> <b>Cohesion Ambiguity</b> Alliteration Simile metaphor’ Synonyms Metaphor Personification Onomatopoeia</p> <p>Subject and object</p>

<p><b>The Priory Church of England Primary School</b>  <u>CORE GRAMMAR TERMINOLOGY</u>  <b>INTRODUCE</b></p>	<p><b>Introduce:</b>  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter    Simile – ‘like’</p>	<p><b>Introduce:</b>  <b>Punctuation</b>  <b>Question mark</b>  <b>Exclamation mark</b>    Speech bubble  Bullet points    Adjective  Verbs  Connective  Alliteration    Simile – ‘as’    <b>Singular/ plural</b></p>	<p><b>Introduce:</b>  <b>Apostrophe (contractions and singular possession)</b>    <b>Commas</b> for description &amp; lists    <b>‘Speech marks’</b> (inverted commas)    <b>Suffix</b>    <b>Verb / adverb</b>  <b>Statement question exclamation</b>    <b>Command</b> (Bossy verbs)    <b>Tense (past, present, future)</b>    <b>Adjective / noun</b>  <b>Noun phrases</b>    Generalisers    <b>Subordinating conjunctions</b></p>	<p><b>Introduce:</b>  Word family  Conjunction    <b>Coordinating conjunction</b>  <b>Subordinating conjunction</b>  Clause  <b>Subordinate clause</b>    Adverb    Preposition    Direct speech  Inverted commas    Prefix  Consonant/Vowel    Synonyms    pronoun    Imperative    Relative clause</p>	<p><b>Introduce:</b>  <b>Determiner</b>    Possessive pronoun    Adverbial  Fronted adverbial    <b>Apostrophe – plural possession</b>    Colon for instructions</p>	<p><b>Introduce:</b>  Modal verb    Parenthesis  <b>Bracket- dash</b>    Cohesion  Ambiguity    Metaphor  Personification  Onomatopoeia    Rhetorical question    <b>Tense: present and past progressive;</b>    <i>Subject and object</i></p>	<p><b>Introduce:</b>  <b>Active and passive voice</b>    <b>Hyphen</b>    <b>antonym</b>    <b>Colon/ semi-colon</b>    <b>Ellipsis</b>    <b>Subjunctive</b>    <b>Indirect speech</b>    <i>present perfect; past perfect</i></p>
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<p><b>The Priory Church of England Primary School</b></p> <p><b>CORE GRAMMAR OBJECTIVES (ARE)</b></p>	<p>Leave spaces between words</p> <p>Oral rehearsal of grammatically accurate sentences.</p> <p>Begin to punctuate sentences using a capital letter and full stop.</p> <p>Use a capital letters at the start of sentences, names and I.</p>	<p>Join words and joining sentences using <i>and, but, so, or</i></p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Use full stops , capital letters, exclamation marks &amp; question marks, commas for lists, comma after –ly opener (<i>Slowly,...</i>)</p> <p>Use apostrophe for contracted forms (<i>don't</i>)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expand noun phrases to describe and specify, e.g. <i>the blue butterfly, plenty of food</i></p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using <i>when, if, that then, or because</i>) and co-ordination (using <i>or, and, so, but</i>)</p> <p>Time Connectives: <i>First, next, later, soon, after, then, finally</i></p>	<p>Use inverted commas for direct speech</p> <p>Use a or an correctly</p> <p>Use the perfect form of verbs to mark relationships of time and cause (He <i>has left</i> his hat behind..)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Consolidate understanding of subordination (<i>as, although, while</i>) &amp; co-ordination</p> <p>Sentences starters <b>AC</b> (adverbs <i>Carefully,...</i> / connectives)</p> <p>Relative clause (<i>who, which</i>)</p>	<p>Using commas after fronted adverbials (<i>Later that day, a few days ago</i>)</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion</p> <p>Secure direct speech punctuation (incl. other punctuation)</p> <p>Paragraphs using <b>STEPP</b> (subject, time, event, place, person)</p> <p>Sentence starters <b>ISAC</b> (ing (<i>Sighing, he finished...</i>), similes (<i>Like a wailing cat</i>))</p> <p>Time Connectives: <i>Whilst, As, When, A little while later, During, Instantly, Immediately, In a flash</i></p> <p>Conjunctions <i>Although, however, despite In addition, furthermore</i></p> <p>Relative clause (<i>whom, whose</i>)</p>	<p>Use modal verbs or adverbs to indicate degrees of Possibility (<i>might, should, will, must</i>)</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>Convert nouns/adjectives into verbs</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Sentence starters (<b>ISPACE</b>) Ing, similes, prepositions (<i>On the mat, behind the tree...</i>), adverbs, connectives, ed words (<i>frightened, he ran...</i>)</p> <p>Discussion Connectives <i>On the other hand, conversely, similarly, equally</i></p> <p>Commas to mark clauses &amp; embedded clauses (avoid ambiguity)</p> <p>Uses devices to build cohesion within a paragraph (<i>eg then, after that, this, firstly, before</i>)</p>	<p>Using hyphens to avoid ambiguity</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Elaboration of <b>ISPACE</b> starters</p> <p>Using semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Accurate use of ellipsis</p>
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