

Thurnham Whole School Grammar Progression 2020 – 21 Recovery Curriculum

Progression in Grammar through our Empowering Curriculum

Year R	Year 1	Year 2
<ul style="list-style-type: none"> <li>Primary focus on speaking and listening skills to develop speech, particularly communicating effectively in <b>words</b> and <b>sentences</b>;</li> </ul>	<p>In Term 1 Colourful Semantics has been introduced, as not started in Year R, and the Sentence Toolkit has been introduced.</p> <ul style="list-style-type: none"> <li>Continue to focus on speaking and listening, to develop effective speech through <b>sentences</b>; include oral retelling of a simple story or fairytale;</li> </ul>	<p>The first 3 weeks of term 1 had a focus on recovering speaking and listening, forming sentences orally. Grammar objectives from Year 1 were reviewed in Term 1, incorporating these into the Year 2 objectives. The Long Term Plan for Grammar is being followed as normal</p> <ul style="list-style-type: none"> <li>Develop speaking and listening e.g. through oral retelling of known stories, inserting simple <b>connectives</b>, perhaps using hand gestures;</li> </ul>
<ul style="list-style-type: none"> <li>write own name, using a <b>capital letter</b>;</li> </ul>	<ul style="list-style-type: none"> <li>use spaces between words;</li> <li>know that a sentence has a <b>capital letter</b> and a <b>full stop</b>; begin to use in own writing;</li> </ul>	<ul style="list-style-type: none"> <li>focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately and sometimes independently;</li> </ul>
<ul style="list-style-type: none"> <li>recognise lower and upper case letters (and introduction of alphabet) from classroom display, alphabet songs and phonic activities;</li> </ul>	<ul style="list-style-type: none"> <li>introduce the term <b>punctuation</b>;</li> <li>introduce the <b>question mark ?</b> for a question, and an <b>exclamation mark!</b> for a surprise or a loud remark; begin to use these in own writing;</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise using <b>question mark</b> and <b>exclamation mark</b>;</li> <li>introduce correct use of the <b>comma</b> in a list;</li> <li>use a string of capital letters for effect, e.g: SUDDENLY</li> <li>introduce the <b>apostrophe</b> for a contracted form e.g. <i>don't, can't, haven't</i>;</li> </ul>

		<ul style="list-style-type: none"> <li>also to mark singular possession in nouns <i>e.g. the girl's name</i></li> </ul>
<ul style="list-style-type: none"> <li>read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>join sentences with 'and'; call it a 'linking word'; use other linking words <i>e.g. but</i>;</li> </ul>	<ul style="list-style-type: none"> <li>in speech and writing, develop coordinating conjunctions: <i>and, or, but</i>, and subordinating conjunctions such as: <i>when, if, that, because</i>;</li> </ul>
<ul style="list-style-type: none"> <li>getting ready for nouns: label classroom objects: <i>table, cupboard, computer, slide</i>;</li> </ul>	<ul style="list-style-type: none"> <li>sequence a few sentences to write a simple story or recount of real events;</li> </ul>	<ul style="list-style-type: none"> <li>know that sentences have different forms: <b>statement, question, exclamation</b> or <b>command</b>;</li> <li>talk about 'bossy verbs' for imperative commands, <i>e.g. when writing instructions</i></li> </ul>
	<ul style="list-style-type: none"> <li>read own work aloud to check for sense;</li> </ul>	<ul style="list-style-type: none"> <li>read own work aloud, checking for sense;</li> </ul>
	<ul style="list-style-type: none"> <li>use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people;</li> </ul>	<ul style="list-style-type: none"> <li>use capital letters for <b>proper nouns</b> <i>e.g. Mrs Green, London; Emma</i>;</li> </ul>
	<ul style="list-style-type: none"> <li>nouns: understand and use <b>singular</b> and <b>plural</b> <i>e.g. dog dogs; chair chairs; wish wishes; dress dresses</i>;</li> </ul>	<ul style="list-style-type: none"> <li>consistently use <b>present</b> and <b>past tense</b> of <b>verbs</b> when speaking and writing <i>e.g. catch caught; go went; see saw</i>.</li> <li>Also use continuous forms of verbs to mark actions in progress <i>e.g. Sarah is skipping</i>,</li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>
	<ul style="list-style-type: none"> <li>know verbs as 'doing words': <i>playing, jumping</i>.</li> </ul>	<ul style="list-style-type: none"> <li>introduce names for the <b>word classes: nouns</b>,</li> </ul>

	Also, suffixes which can be added to some verbs, <i>e.g. help, helping, helped;</i>	<b>adjective, verbs and adverbs;</b>
	<ul style="list-style-type: none"> <li>talk about describing words such as <i>pretty, new, blue, fierce;</i></li> </ul>	<ul style="list-style-type: none"> <li>draw the link between describing words and adjectives; show that an adjective adds information about the noun <i>e.g. a red van; plain flour ( noun phrase);</i></li> <li>form nouns using the <b>suffixes</b> 'ness' and 'er' <i>e.g. happiness, player;</i></li> </ul>
		<ul style="list-style-type: none"> <li>talk about adjectives which use the <b>suffixes</b> 'ful' and 'less' <i>e.g. playful, fearless;</i></li> </ul>
		<ul style="list-style-type: none"> <li>use the <b>suffixes</b> 'er' and 'est' to show comparative and superlative adjectives, <i>e.g. taller tallest; older oldest; heavier heaviest;</i></li> </ul>
		<ul style="list-style-type: none"> <li>use simple gender forms correctly <i>e.g. his her; she he; him her;</i></li> </ul>
		<ul style="list-style-type: none"> <li>identify where direct speech occurs in a text, and notice '<b>speech marks</b>'. Begin to use speech marks in own writing.</li> </ul>