

Thurnham Whole School Grammar Progression 2022-23

Progression in Grammar through our Empowering Curriculum and the superpowers of Resilience, Brain Power and Independence.

Year R	Year 1	Year 2
<ul style="list-style-type: none"> Primary focus on speaking and listening skills to develop speech, particularly communicating effectively in words and sentences; 	<p>In Term 1 Colourful Semantics will be introduced, as not started in Year R, and the Sentence Toolkit will be introduced.</p> <ul style="list-style-type: none"> Continue to focus on speaking and listening, to develop effective speech through sentences; include oral retelling of a simple story or fairytale; 	<p>All Year 1 Grammar objectives were covered in Year 1. However, Year 2 will revisit many of these.</p> <p>Grammar objectives from Year 1 will be 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"> Develop speaking and listening e.g. through oral retelling of known stories, inserting simple connectives, perhaps using hand gestures;
<ul style="list-style-type: none"> write own name, using a capital letter; 	<ul style="list-style-type: none"> use spaces between words; know that a sentence has a capital letter and a full stop; begin to use in own writing; 	<ul style="list-style-type: none"> focus on correct construction of simple sentences, inserting a capital letter and full stop appropriately and sometimes independently;
<ul style="list-style-type: none"> recognise lower and upper case letters (and introduction of alphabet) from classroom display, alphabet songs and phonic activities; 	<ul style="list-style-type: none"> introduce the term punctuation; introduce the question mark ? for a question, and an exclamation mark! for a surprise or a loud remark; begin to use these in own writing; 	<ul style="list-style-type: none"> continue to practise using question mark and exclamation mark; introduce correct use of the comma in a list;

		<ul style="list-style-type: none"> • use a string of capital letters for effect, e.g: SUDDENLY • introduce the apostrophe for a contracted form <i>e.g. don't, can't, haven't;</i> • also to mark singular possession in nouns <i>e.g. the girl's name</i>
<ul style="list-style-type: none"> • read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary; 	<ul style="list-style-type: none"> • join sentences with 'and'; call it a 'linking word'; use other linking words e.g. but; 	<ul style="list-style-type: none"> • in speech and writing, develop coordinating conjunctions: <i>and, or, but,</i> and subordinating conjunctions such as: <i>when, if, that, because;</i>
<ul style="list-style-type: none"> • getting ready for nouns: label classroom objects: <i>table, cupboard, computer, slide;</i> 	<ul style="list-style-type: none"> • sequence a few sentences to write a simple story or recount of real events; 	<ul style="list-style-type: none"> • know that sentences have different forms: statement, question, exclamation or command; • talk about 'bossy verbs' for imperative commands, e.g. when writing instructions
	<ul style="list-style-type: none"> • read own work aloud to check for sense; 	<ul style="list-style-type: none"> • read own work aloud, checking for sense;
	<ul style="list-style-type: none"> • use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people; 	<ul style="list-style-type: none"> • use capital letters for proper nouns e.g. <i>Mrs Green, London; Emma;</i>
	<ul style="list-style-type: none"> • nouns: understand and use singular and plural <i>e.g. dog dogs; chair chairs; wish wishes; dress dresses;</i> 	<ul style="list-style-type: none"> • consistently use present and past tense of verbs when speaking and writing <i>e.g. catch caught; go went; see saw.</i> • Also use continuous forms of verbs to mark actions in progress <i>e.g. Sarah is skipping,</i>

		<ul style="list-style-type: none"> Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
	<ul style="list-style-type: none"> know verbs as 'doing words': <i>playing, jumping</i>. Also, suffixes which can be added to some verbs, e.g. <i>help, helping, helped</i>; 	<ul style="list-style-type: none"> introduce names for the word classes: nouns, adjective, verbs and adverbs;
	<ul style="list-style-type: none"> talk about describing words such as <i>pretty, new, blue, fierce</i>; 	<ul style="list-style-type: none"> draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. <i>a red van; plain flour (noun phrase)</i>; form nouns using the suffixes 'ness' and 'er' e.g. <i>happiness, player</i>;
		<ul style="list-style-type: none"> talk about adjectives which use the suffixes 'ful' and 'less' e.g. <i>playful, fearless</i>;
		<ul style="list-style-type: none"> use the suffixes 'er' and 'est' to show comparative and superlative adjectives, e.g. <i>taller tallest; older oldest; heavier heaviest</i>;
		<ul style="list-style-type: none"> use simple gender forms correctly e.g. <i>his her; she he; him her</i>;

		<ul style="list-style-type: none">• identify where direct speech occurs in a text, and notice 'speech marks'. Begin to use speech marks in own writing.
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