



## Grammar at Banks Lane Junior School

*At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning as confident and coherent writers. We aim for pupils to be able to write clearly and accurately, adapting their grammar, language and style for a range of purposes and audiences.*

**Key Concepts** are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In writing these concepts are:

### KEY CONCEPTS

Word Class

Punctuation

Tense

Sentence Structure

Spelling

**Substantive knowledge** is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

**Disciplinary knowledge** is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

### Progression in Grammar skills and disciplinary knowledge

**By the end of KS2 pupils should be taught to:**

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar terminology for Y3/4
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech
- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose or that
- learn the grammar terminology for Y5/6
- use a range of punctuation including: commas for clauses; hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semicolons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list
- punctuate bullet points consistently

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

## **Reception - Year 2**

**Key concepts:** Fluency, Transcription, Composition, Vocabulary, Encoding, Communication, Purpose

By the end of Year 1 pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

By the end of Year 2 pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



### **Year 3**

By the end of year 3 we would expect all pupils to be able to demonstrate these skills.

#### **Grammar**

I can use:

- expanded noun phrases to describe
- conjunctions (e.g. when, before, after, while, so, because)
- adverbs (e.g. then, next, soon, therefore)
- prepositions (e.g. before, after, during, in, because of)
- present perfect form of verbs in contrast to the past tense.

#### **Punctuation**

I can use:

- inverted commas to punctuate direct speech

#### **Vocabulary**

I understand these words:

- word family
- conjunction
- adverb
- preposition
- direct speech
- inverted commas (or speech marks)
- prefix
- consonant
- vowel
- main clause
- subordinate clause



### **Year 4**

By the end of year 4 we would expect all pupils to be able to demonstrate these skills.

#### **Grammar**

I can use:

- fronted adverbials demarcated with a comma (e.g. Later that day,)
- 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)
- the appropriate choice of pronoun or noun in sentences to aid cohesion and avoid repetition

#### **Punctuation**

I can use:

- commas after fronted adverbials (e.g. Later that day,)
- inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")
- apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)

#### **Vocabulary**

I understand these words:

- pronoun
- possessive pronoun
- proper noun
- adverbial
- determiner

## **Year 5**

By the end of year 5 we would expect all pupils to be able to demonstrate these skills.

### **Grammar**

I can use:

- relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- using modal verbs indicating degrees of possibility (e.g. might, should, will, must)
- adverbs indicating degrees of possibility (e.g. perhaps, surely)
- adverbials to build cohesion within a paragraph (e.g. then, after that, this, firstly)

### **Punctuation**

I can use:

- brackets, dashes or commas to indicate parenthesis
- commas to clarify meaning or avoid ambiguity

### **Vocabulary**

I understand these words:

- modal verb
- relative clause
- relative pronoun
- parenthesis
- brackets
- dash/dashes
- cohesion
- ambiguity



## **Year 6**

By the end of year 6 we would expect all pupils to be able to demonstrate these skills.

### **Grammar**

I can use:

- the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window.' Vs 'The window was broken by me.')
- structures typical of informal speech and structures typical of formal speech and writing (e.g. the use of question tags, e.g. 'He's your friend, isn't he?' or the use of subjunctive forms, such as, 'If I were' or 'Were they to come' in formal writing and speech)

### **Punctuation**

I can use:

- semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- colons to introduce a list and use of semi-colons within lists
- bullet points for lists
- hyphens to avoid ambiguity (e.g. man-eating shark Vs man-eating shark, or recover Vs re-cover)

### **Vocabulary**

I understand these words:

- subject
- object
- active
- passive
- synonym
- antonym
- hyphen
- colon
- semi-colon
- bullet points