



Bottesford C of E Primary

Key Stage Two Grammar Coverage



Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Formation of nouns using prefixes: auto-, anti-, Super-, under- • Expressing time, place and cause, using • prepositions: before, after, during, in, because of • Exaggerated language: unbelievable, glorious, etc. • To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es” • Pronouns – To know the difference between the subject and object with the personal pronoun • Pronouns –Possessive adjectives my, your, his, hers, its, ours, theirs • Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”) • Verbs –Present perfect: “has/have” + past participle. She has gone to the shops. instead of She went to the shops. • Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline. • To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: wolf – wolves • Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: chief – chiefs • Quantifiers: enough, less, fewer, lots of, none of, both, each, every,a few, neither, either, several • Verbs –Use irregular simple past-tense verbs: awake – awoke, blow – blew • Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble • Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs • Inverted commas: • Compound sentences with co-ordinating conjunctions • The difference between a phrase and a clause • Verbs –Past perfect: “had” + past participle • Expressing time, place and cause using conjunctions: when, before, after, while, so, because • Prepositions: next to, by the side of, in front of, during, though, throughout, because of • Word families based on common words: fear, feared, fearful, fears, fearfully • Complex sentences using subordinate conjunctions • Pattern of three for persuasion: Fun. Exciting. Adventerous! • Homophones and their meanings: bear – bare • Expressing time, place and cause using adverbs: then, next, soon • Identifying all the word classes of a simple sentence • Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly” • Know that pronouns, nouns and proper nouns can all be the subject of a sentence 	<p>Possessive apostrophes for regular singular and plural nouns</p> <ul style="list-style-type: none"> •Using either a pronoun or the noun in sentences for cohesion and to avoid repetition •Prepositions: at, underneath, since, towards, beneath, beyond •Compound nouns using hyphens •Repetition to persuade: Fun for now, fun for life •Informal and formal language •Possessive pronouns: yours, mine, theirs ours, hers, his, its •Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” baby – babies •Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: Flying through the air, Harry crashed into a hidden tree. •Drop-in clause with an “-ing” verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause. •Expanded noun phrases: Changing The teacher to The strict English teacher with the grey beard •Specific determiners: their, whose, this, that, these, those, which •Verbs ending in “y”: change the “y” to an “i” and add “-es”carry – carries •Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” happy – happier – happiest •A sentence that gives three actions: Tom slammed the door, threw his books on the floor and slumped to the ground. •Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” •Verbs – Past perfect continuous:“had” + past participle + “-ing” •Know the difference between a preposition and an adverb •Capital letters for proper nouns: names, places, days of the week, months, titles and languages •Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-” •Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es” •Powerful verbs Find synonyms of words to up-level sentences and give a greater effect •Verbs – Modal verbs: could, should, would •Compound sentences using all the co-ordinating conjunctions •Adjectives ending in “-ed”: frightened, scared, etc. •Using inverted commas where the speech is preceded by the speaker: Mary yelled, “Sit down!” 	<ul style="list-style-type: none"> • Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify” • Brackets for parenthesis • Developing technical language • Editing sentences by either expanding or reducing for meaning and effect • Moving parts of sentences around to create different effects • Metaphors • Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-” • Dashes for parenthesis • Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause • Drop-in “-ed” clauses: Poor Tom, frightened by the fierce dragon, ran home. • Future tense verbs • Rhetorical questions • Indicating degrees of possibility using modal verbs: might, should, will, must • Commas for parenthesis • Connectives to build cohesions: Exemplification, Results, To summarise, To sequence • Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing • Onomatopoeia • Personification • Indicating degrees of possibility using adverbs: perhaps, surely • Relative pronouns: who which that whom whose • Start a sentence with an expanded “-ed” clause: Frightened of the dark, Tom hid under the bed all night. • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly) • Colons for play scripts and to start a list • Secure use of compound sentences • Embellishing simple sentences • Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun • Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil... • Speech in inverted commas 	<ul style="list-style-type: none"> • Informal and formal speech: find out / discover, ask for / request, go in / enter • Using question tags for informality: He’s in your class, isn’t he? • Use the subjunctive for formal writing: If I were you... • Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas • Dashes to mark the boundary between clauses: It’s raining – I’m fed up • Semicolons to demarcate within a list • Simple sentences and how to embellish them • Modal verbs • Abstract nouns • Repetition for effect: persuasion, suspense, emphasis • Colon and bullet points for a list • Alliteration • Consolidating compound sentences and coordinating conjunctions • Auxiliary verbs • Synonyms: • Connectives to signpost and create cohesion within a text: order of sequence, time connectives, additional ideas, space and place, contrasting, exemplification, results, to summarise • Hyphens for compound words to avoid ambiguity: man eating shark or man-eating shark • Similes • Complex sentences and subordinate conjunctions • Tense (past, present and future) • Antonyms: • using prefixes • Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs • Identify the subject and object of the sentence • Metaphors • Combining complex and compound clauses to create a sentence • Pronouns: relative and possessive • Collective nouns • Colons to mark the boundary between clauses: It’s sunny: I’m going out to play. • Ellipses to create suspense and to show missing words in a quote • Personification • Rhetorical questions • Relative clauses • The difference between passive and active sentence and when to use the passive • Semicolons to mark the boundary between clauses: It’s raining; I’m fed up • Antonyms to create different effects in sentences • Fronted adverbials • Expanded noun phrases: The witch, who crashed her broom, is over there, feeling dazed. A whole sentence can be a noun phrase • Determiners and generalisers