

Field Junior School Grammar Objectives

	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>To understand the terms: noun, adjective and verb, begin to use the term: adverb for manner e.g. laughed loudly or ran fast</p> <p>To understand the formation of nouns using suffixes e.g. ‘ness’ and ‘er’ and by compounding e.g. whiteboard</p> <p>To understand the formation of adjectives using suffixes e.g. ‘ful’ and ‘less’</p> <p>To understand the use of suffixes ‘er’ and ‘est’ to form comparisons of adjectives and use ‘ly’ to turn adjectives to adverbs</p> <p>To use the suffix ‘ment’</p>	<p>To select nouns to be specific.</p> <p>To form nouns using a range of prefixes, such as: super-, anti-, auto-</p> <p>To understand the difference between a proper and a common noun.</p> <p>To understand the term collective noun.</p> <p>To use the term pronoun appropriately and to understand the function of pronouns in sentences through seeing how they stand in place of nouns.</p> <p>To investigate how pronouns are used to mark gender: he, she, they</p> <p>To distinguish between personal pronouns (I, you, him, it) and possessive pronouns (my, yours, hers)</p> <p>To distinguish the 1st (I, me, we), 2nd (you), 3rd (she, her, them) person forms of pronouns</p> <p>To use the term “verb” appropriately and to understand the function of verbs in sentences through: noticing that sentences can not make sense without them; collecting and classifying</p>	<p>To recap definitions of proper, common, collective nouns and introduce abstract nouns.</p> <p>To understand and use the word ‘tense’ in relation to verbs by knowing that tense refers to time.</p> <p>To extend knowledge and understanding of adverbs through identifying common adverbs with ‘ly’ suffixes and discussing their impact on the meaning of a sentence as well as identifying and using adverbs of manner, time, place, cause)</p> <p>To recap determiners to modify words: Identify the articles within a sentence - a, an (indefinite), the (definite)</p> <p>To understand the use of expressive and figurative language in stories and poetry through constructing adjectival phrases; examining comparative and superlative adjectives; comparing adjectives on a scale of intensity (hot, warm, tepid etc)</p>	<p>To reap noun classes from year 4 and look at uncountable nouns; identify when a noun could be also be an adjective.</p> <p>To use pronouns accurately to what or whom they refer</p> <p>To identify more complex time and spatial prepositions e.g. through, throughout, without, until, during, about.</p> <p>To know the purpose and uses of modal verbs and auxiliary verbs</p> <p>To Indicate degrees of possibility by identifying: Modal verbs (might, shall, would, should, could, may, ought, will, can, must) and Adverbs (perhaps, surely)</p> <p>Recap adverbs of manner, time, pace and cause; identify and use adverbs of possibility (perhaps, surely) and number (firstly, secondly)</p> <p>To indentify imperative</p>	<p>To revise the different word classes: nouns, verbs, adverbs, adjectives, prepositions, pronouns etc</p> <p>Discuss which nouns are countable and which are non-countable</p> <p>To recap all types of adverbs and use connecting adverbs (on the other hand, in contrast etc)</p> <p>To understand that adverbs, prepositions and conjunctions are all linked and some can be categorised the same.</p> <p>To recap modal and auxiliary verbs</p> <p>To know that a verbs infinitive is its bare root-word.</p> <p>To understand the use of subjunctive</p>

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<p>To understand the term singular and plural</p>	<p>examples of verbs.</p> <p>To use the present perfect form of verbs in contrast to past tense e.g. 'he has gone out to play' rather than 'he went out to play'</p> <p>To use the term adjective appropriately and to understand the function of adjectives in sentences through: identifying them; discussing and defining what they have in common (words which qualify nouns); experimenting with deleting and substituting adjectives and seeing the effect on meaning; collecting and classifying them (moods, colours etc)</p> <p>To understand the term 'adverb' and be able to identify and use simple adverbs of manner (laughed loudly), time (party is today), place (she ate her lunch before desert) and causal (therefore, then etc).</p> <p>To understand the term 'preposition' (spatial only e.g. next to, over, under)</p> <p>To use the determiners 'a' or 'an' to modify a word according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>To extend knowledge and</p>	<p>To use fronted adverbials to vary sentence structure with appropriate punctuation</p> <p>To start sentences in different ways (adverbs, adverbials, prepositions and similes)</p> <p>To know what a phrase is and identify phrases in sentences</p> <p>To know what a clause is and identify clauses in sentences</p> <p>To use powerful verbs to add impact; select adjectives and adverbs for variety and interest</p> <p>To identify more common prepositions using time and position e.g. before, after, during</p> <p>To understand and use the term 'synonym' to find alternative words with the same/similar meaning</p> <p>To use adverbs, prepositions and conjunctions to explain time, cause, place and manner</p> <p>To experiment with word families based on common</p>	<p>verbs in instructions and past tense in recounts</p> <p>To use passive verbs to affect presentation of info in a sentence</p> <p>To convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>To identify verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>To recap superlative and comparative adjectives.</p> <p>To identify the less obvious verbs in sentences e.g. is, are, has, have, am, went, go</p> <p>To use 'conditionals' using modal verbs and 'if'</p> <p>To know that adjectives are used to modify the noun. To be able to identify when these modifying words are other word classes (not adjectives) e.g. the lamp <u>glowed</u> (is a verb) It was such a bright <u>red!</u> (is a noun)</p>	<p>forms/verbs e.g. I were</p> <p>To understand and use the terms 'active' and 'passive' when referring to verbs.</p> <p>To know that a verbs complement adds more information about the verbs subject (or its object)</p> <p>To identify whether a sentence is active or passive by identifying the subject and object</p> <p>To understand the term 'impersonal' (formal) and 'personal' (informal) voice.</p> <p>Understand the term 'conditionals' (if, then, might, could, would) by constructing sentences which express possibilities – to speculate cause (past) and review options and their outcomes (future)</p>
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		<p>understanding of pluralisation through recognising the use of singular and plural forms in speech and through share writing; transforming sentences from singular to plural and vice versa; noticing which nouns can be pluralised and which can not (e.g. trousers, rain)</p> <p>To understand the differences between verbs in the 1st, 2nd and 3rd person (e.g. I/we do, you do, he/she/does, they do) by noting the differences between the singular and plural persons.</p> <p>To understand the text type associated with the persons. E.g diaries and personal letters = 1st person; instructions and directions = 2nd person; narrative and recounts = 3rd person etc</p> <p>To select and use formal/informal styles where appropriate.</p> <p>To show some variation in sentence openings (not always starting with its subject)</p> <p>To identify vowels and consonants and the use of the 'schwa' sound</p>	<p>words showing how they are related in form and meaning e.g. solve, solution, solver, dissolve etc</p>	<p>To find alternative words with the same meaning (synonyms) and find the words with the opposite meanings (antonyms)</p> <p>To recap year 4 determiners. To know other ways to modify the noun is using 'demonstratives' and 'possessives'</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To convert nouns or adjectives to verbs using suffixes e.g. -ate, -ise, -ify</p>	<p>To identify phrases and clauses within a sentence</p> <p>To know that nouns, verbs and adverbs can also characterise a noun (not just adjectives)</p> <p>To know determiners include articles, demonstratives, possessives, quantifiers and numerals</p> <p>Present and past participles</p> <p>How words are related by meaning as synonyms and antonyms</p>
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<p>Sentence</p>	<p>To use conjunctions that signal time e.g. then, after, before, meanwhile</p> <p>To use subordination: when, if, that, because</p> <p>To use co-ordination: or, and, but</p> <p>To begin to use conjunctions to write compound sentences e.g. and, so, then</p> <p>To develop a mixture of simple and compound sentences</p> <p>To write in clear sentences using capital letters and full stops accurately</p> <p>To identify and write a range of sentence types: statement, question, command and exclamation</p>	<p>To express time using: <u>conjunctions</u> (after, while, before); <u>adverbs</u> (then, next soon) and <u>prepositions</u> (before, after, during)</p> <p>To express cause using: <u>conjunctions</u> (when, so, because); <u>adverbs</u> (therefore) and <u>prepositions</u> (because of, in)</p> <p>To express place using: <u>conjunctions</u> (when, before, after); <u>adverbs</u> (soon, therefore); <u>prepositions</u> (during, in, after)</p> <p>To recap co-ordinating and subordinating conjunctions</p> <p>To extend sentences to have more than one clause using a wider range of conjunctions, e.g. when, if, because, although, or, and, but</p> <p>To continue developing a mixture of simple and compound sentences;</p> <p>To begin to experiment writing complex sentences using a subordinate clause either at the beginning or the end, using subordinating conjunctions (if, so, while, though, since, when)</p> <p>To revise sentence types</p>	<p>To categorise conjunctions: time, cause, additional and oppositional, manner, place</p> <p>To recap subordinating conjunctions used to add a subordinate clause (after, since, because, when, although, if)</p> <p>To know what a simple, compound, complex sentence is and explain why.</p> <p>To identify subordinate clauses and to understand that a subordinate clause can be placed at the beginning or end of the complex sentence</p> <p>To recognise how commas, conjunctions and full stops are used to join and separate clauses and how some are more effective than others.</p> <p>To change statements to questions; questions to commands; commands to statements and vice versa. To know that a statement ends in a full stop; question in a question mark and command in an exclamation mark.</p> <p>To vary sentences, adding</p>	<p>To identify the differences between time, causal, additional, oppositional, logical, manner, place conjunctions, discussing when/how they can be used.</p> <p>To know and experiment in finding that some conjunctions can also be prepositions or adverbs and vice versa.</p> <p>To understand the difference between Subordinating and coordinating conjunctions</p> <p>To identify a main clause in a long sentence and in sentences which contain more than one clause</p> <p>To use complex sentences accurately by using a subordinate clause, using subordinating conjunctions</p> <p>To use relative pronouns (which, who, that, where, when, whose) to add an embedded clause/relative clause to a main clause to make a complex sentence.</p> <p>To use noun phrases, adverbial phrases and introduce prepositional phrases and expanded noun phrases for clarity, detail and</p>	<p>To transform a sentence from passive to active and vice versa.</p> <p>To change a personal sentence to an impersonal one and vice versa.</p> <p>To revise all conjunction categories: position (besides, nearby); sequence (firstly, secondly); logic (therefore, so) etc....</p> <p>To identify connectives which have multiple purposes e.g. on, under, besides.</p> <p>To identify coordinating/subordinating conjunctions</p> <p>To write sentences appropriate/effective for text type, audience and purpose (varying in length)</p> <p>To identify, understand and form complex sentences; identifying the main and subordinate clause within it.</p> <p>To understand how</p>
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	<p>To turn statements into questions: learning the ‘wh’ words used to open questions (what, where, when, who) and to add question marks.</p> <p>To use simple noun phrases for description and specification with simple adjectives e.g. the beautiful blue butterfly.</p>	<p>(command, question, statement) and the associated punctuation which belongs to it (e.g. exclamation mark belongs to a command)</p> <p>Recap turning statements into questions and vice versa. To know that a statement ends with a full stop and a question ends in a question mark</p> <p>To identify and use noun phrases and experiment creating expanded noun phrases</p> <p>To identify and use alliteration and similes</p>	<p>phrases to enhance meaning</p> <p>To use expanded noun phrases (adjectival) e.g. the teacher changes to the strict maths teacher with curly hair and adverbial phrases e.g. later that</p> <p>To understand the importance of subject verb agreement and identify when it had been used incorrectly in a sentence.</p> <p>To identify and use Alliteration, similes, metaphors and onomatopoeia. Examine its impact in a sentence.</p>	<p>precision</p> <p>To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes</p> <p>To construct sentences in different ways, while retaining meaning through combining 2 or more sentences; re-ordering them; deleting/substituting words etc.</p> <p>To recap subject-verb agreement. To be able to identify the subject and verb within a sentence and edit sentences to ensure the subject and verb agree (maintain tense consistently throughout).</p> <p>To identify and use literary features and discuss its impact and effect: alliteration, similes, metaphors, onomatopoeia, idioms, proverbs</p> <p>To use a variety of sentence lengths</p>	<p>different clauses can be manipulated to achieve different effects.</p> <p>To recap using embedded clauses and using more than one subordinate clause using all appropriate punctuation.</p> <p>To revise work on contracting sentences by summarising, note-taking, editing etc</p> <p>To add an expanded noun phrase to a sentence or identify it within one.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To identify verb phrases within a sentence.</p> <p>To recap year 5 literary features and introduce personification</p>
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Text	<p>To use standard/continuous forms of verbs in present and past tense. E.g. catch/caught; see/saw; go/went; and to mark actions in progress. E.g. she is drumming, he was shouting.</p> <p>To use past tense and present tense consistently throughout texts</p> <p>To use 1st or 3rd person consistently throughout</p> <p>To understand the need for grammatical agreement: matching verbs to nouns/pronouns. E.g. I am; The children are.</p> <p>To use simple gender forms correctly. E.g. his/her</p> <p>To investigate and</p>	<p>To ensure grammatical agreement in speech and writing of pronouns and verbs. (E.g. I am; we are) in standard English.</p> <p>To be aware of concision – experiment with deleting words in sentences to see which are essential to retain meaning and which are not.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>To use headings and sub-headings to aid presentation</p> <p>To use 1st and 3rd person and tense consistently</p>	<p>To distinguish between standard and non-standard English. (Standard English forms for verb inflections instead of local spoken forms e.g. ‘we were’ instead of ‘we was’ or ‘I did’ instead of ‘I done’) and the avoidance of use of slang.</p> <p>To extend upon year 3 to use paragraphs to organise ideas around a theme, setting. Character, time.</p> <p>To identify the use of 1st, 2nd and 3rd person</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To know the grammatical difference between plural and possessive –s</p> <p>To use appropriate choice of pronoun or noun across sentences</p> <p>To maintain consistent use of person, tense and pronouns</p>	<p>To understand the conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs; avoidance of double negatives; avoidance of slang words and contractions; avoidance of similes, metaphors and idioms.</p> <p>To investigate word order by examining how far the order of words in sentences can be changed: which words are essential to meaning; which can be move to a different order etc (concision)</p> <p>To understand, use and identify devices to build cohesion within paragraphs (then, after that, this, firstly)</p> <p>Understand the terms semantic and grammatical cohesion. To use pronouns and prepositions for this.</p> <p>Using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) – also used for cohesion and to link ideas</p> <p>To recap the purpose of using paragraphs (new location, time, change of event, etc)</p>	<p>To revise the construction of standard and non-standard English by identifying when the subject and verb doesn’t agree an in standard English using the ‘I’ and ‘me’ correctly (recap year 4 and 5)</p> <p>To be able to write in a formal style by understanding its features – imperative verbs, use of passive voice, use of the subjunctive ‘reported’ rather than ‘said’, official vocabulary e.g. those wishing to...</p> <p>To revise language conventions and grammatical features of the different text types e.g. recounts – anecdotes, experiences; reports – factual; explanation – how and why etc</p> <p>To conduct language investigations – looking at how language has changed over time; dialect, proverbs etc</p>
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	<p>recognise a range of ways to present texts: speech bubbles, enlarged, bold or italic print; captions, headings/sub-headings</p> <p>To use simple organisational devices to indicate sequence or relationships. E.g. arrows/lines/boxes/keys.</p>			<p>and begin to link paragraphs</p> <p>Use appropriate and consistent tense choices by investigating how different tenses are formed using auxiliary verbs (have, was, shall, will, be, do)</p> <p>Understanding the range of verb tenses to move between past, present and future</p> <p>To understand different styles of writing are associated with different text types e.g. formal writing for a letter of complaint, informal for a diary entry; and to adapt writing for different readers an purposes, e.g. simplifying for younger readers.</p>	<p>To recap cohesive devices to link ideas across paragraph: semantic cohesion (repetition of a word or phrase); grammatical connections (use of adverbials) and ellipsis</p> <p>To understand the purpose of layout devices such as sub-headings, columns, bullet points or tables to structure a text</p> <p>To vary choice of verbs (clambered, plodded) and adverbs (reasonably well behaved children) to show shades of meaning.</p> <p>To show links within and between paragraphs, demonstrating a link between opening and closings.</p>
<p>Punctuation</p>	<p>To use capitalisation for the personal pronoun, I; for personal titles, Mr/Mrs; in headings and book titles.</p>	<p>To secure knowledge of question marks and exclamation marks in reading, understanding their purpose and use appropriately in own writing.</p> <p>To use capital letters for a range of purposes including new lines in poetry, proper nouns, after a</p>	<p>To use full stops, capital letters, question marks and exclamation marks mostly accurately</p> <p>To use commas to mark grammatical boundaries within sentences (to separate phrases and clauses within a</p>	<p>To indicate parenthesis using brackets, dashes and commas (all have same purpose)</p> <p>To revise use of commas from year 4 and to clarify meaning or avoid ambiguity; to embed</p>	<p>Revise all punctuation: commas, full stops, capital letters, question, exclamation marks; Parenthesis (commas, dashes and brackets) Colons, semi-colons, inverted commas,</p>

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<p>To use full stops accurately to mark the end of a sentence</p> <p>To be able to identify speech marks</p> <p>To use commas to separate items in a list</p> <p>To use exclamation and question marks to demarcate sentences</p> <p>To use apostrophes for simple contracted form e.g. it's (it is)</p>	<p>full stop, titles etc</p> <p>To demarcate sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To use the term comma appropriately and to understand the function of commas in sentences to mark clauses and for lists.</p> <p>To use apostrophes to mark omission (contraction) e.g. wouldn't (would not) and to mark singular possession in nouns e.g. the girl's name</p> <p>To know the basic conventions of speech punctuation by identifying speech marks/inverted commas in reading and beginning to use them in own writing using capital letters to mark the start of direct speech.</p>	<p>sentence, after fronted adverbials and in a list) 1st</p> <p>To use apostrophes to mark possession through identifying possessive apostrophes and understanding the basic rules for apostrophising singular nouns e.g. the man's hat; for plural nouns ending in 's', e.g. the doctors' surgery and for irregular plural nouns e.g. children's playground.</p> <p>To distinguish between uses of the apostrophe for contraction and possession in singular and plural nouns 1st Term Adventure Text</p> <p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks and respond to them appropriately when reading</p> <p>To use ellipsis</p> <p>To use speech marks accurately and punctuate direct speech by using a comma after reporting clause and including punctuation within the commas.</p>	<p>phrases and clauses within sentences; for a pause; to separate name of someone being addressed and for dates and numbers.</p> <p>Secure use of the apostrophe for possession with regular and irregular plurals and omission</p> <p>Use of colon to signal a list and to join related sentences.</p> <p>Use of hyphen to join two words together</p> <p>Use of semi-colon to join two sentences together or separate ideas</p> <p>Use of inverted commas to demarcate direct speech or quotations and the use of commas before and within speech. To accurately use a new line for a new speaker</p> <p>To understand the difference between direct and reported speech; change reported speech to direct speech and vice versa</p>	<p>apostrophes etc</p> <p>To use and understand the punctuation of bullet points to list information</p> <p>To understand how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')</p> <p>To understand the use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>To use dashes and brackets to introduce explanations or examples</p>
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