

Lake Farm Park Academy
Grammar Overview 2022/2023



Term Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 1	<p><u>Weeks 1-3</u> Spaces between words Finger spaces (weeks 1-3)</p> <p><u>Weeks (4-6)</u> Punctuating sentences Introduction to capital letters and full stops</p> <p>Begin punctuating sentences using a capital letter. Name the letters of the alphabet in order.</p>	<p><u>Weeks 7 - 9</u> To combine words to make sentences</p> <p><u>Weeks 10 - 11</u> Use capital letters for proper nouns. E.g. names of places, people, days of the week.</p> <p>Use capital letters for personal pronoun 'I'</p>	<p><u>Weeks 1 - 4</u> To use conjunction 'and' to join clauses together.</p>	<p><u>Weeks 5 - 11</u> Introduce the purpose of exclamation marks.</p> <p>Begin to punctuate sentences using exclamation marks.</p> <p>Recap on using capital letters for proper nouns E.g. names of places, people, days of the week.</p>	<p><u>Weeks 1 - 3</u> Introduce question marks to demarcate sentences.</p> <p>To begin using question marks to punctuate sentences.</p> <p><u>Weeks 4 - 5</u> Singular and plural noun suffixes –s and –es. E.g. dog - dogs. wish – wishes</p> <p><u>Weeks 5 - 6</u> To understand how to use the 'un' prefix to change the meaning of verbs and adjectives. E.g unkind, untie</p>	<p><u>Weeks 1 - 4</u> To understand the purpose of suffixes and they can be added to verbs to change the meaning words. Suffixes to teach –(er, ed, ing), where no change is needed to the root word.</p> <p>E.g. teach –teacher start – started jump – jumping</p> <p>Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i></p>
Year 2	<p>Weeks 1 – 3</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Capital letters for names and for the personal pronoun</p>	<p>Weeks 7- 9</p> <p>Use coordinating conjunctions to join two clauses together. E.g. (or, and, but)</p> <p>Use subordinating conjunctions to join two sentences together (when, if, that, because, until)</p> <p>Sentence Type 1 -</p>	<p><u>Week 1-2</u></p> <p>Using 'ly' suffixes to change adjectives to adverbs.</p> <p><u>Weeks 3-5</u></p> <p>Apostrophes for contractions E.g. don't, can't, shouldn't</p> <p>Apostrophes for possession <i>E.g. Molly's pencil</i></p>	<p><u>Week 8 – 10</u></p> <p>Use past and present tense in progressive form correctly and consistently.</p> <p><u>Weeks 11 – 12</u></p> <p>Suffixes –ness, -ment, -ful, less</p>	<p><u>Week 1</u></p> <p>Use of suffixes –er and –est in adjectives.</p> <p><u>Weeks 2-5</u> <u>SATS REVISION OF GRAMMAR CONCEPTS.</u></p> <p>Particular focus on using tense consistently.</p>	<p>Consolidation of Key Stage 1 Grammar concepts (English Appendix)</p>

	<p>Recap on punctuation learnt in Year 1 and learn new punctuation. Full stops capital letters exclamation marks question marks</p> <p>Week 4 learning to use commas in a list.</p> <p><u>Weeks 5-6</u> Noun phrases E.g. blue butterfly</p> <p>Expanded Noun phrases E.g. beautiful, pearl bracelet</p>	<p>Learn and understand the function of sentences with questions, exclamation and commands. <i>E.g. How old are you?</i></p> <p><i>What beautiful eyes you have!</i></p> <p><i>Go and sit over there!</i></p>	<p><u>Weeks 6 -7</u></p> <p>Sentence types 2 – statement and exclamation sentences</p>		<p>The appropriate use of expanded noun phrases. Practise consolidating on subordinating conjunctions.</p>	
Year 3	<p><u>Weeks 1- 4 (consolidating from Year 2 units)</u></p> <p>Learn familiar and new punctuation: Capital letters Full stops Exclamation marks Question marks Commas in a list</p> <p>Sentence types and patterns in: Commands Statements Exclamation sentences Questions</p> <p>Coordinating conjunctions (and, or, but, so)</p> <p>Subordinating conjunctions (when, if, that, because,</p>	<p><u>Weeks 8 – 11</u></p> <p>Using a range of subordinating conjunctions to extend more than one clause, using since, although, despite, if, when</p> <p>Conjunctions to express time, place and cause. E.g. when, before, after, while, so, because</p> <p><u>Week 12</u></p> <p>Assessment of grammatical concepts.</p>	<p><u>Week 1- 3</u></p> <p>Adverbs to express time and cause.</p> <p>Adverbs to express time, place and cause using <i>'then, after, next, soon, therefore'</i></p> <p><u>Weeks 4-6</u></p> <p>Prepositions to express time and cause. E.g. 'before, after, during in, because of, as a result of'</p>	<p><u>Weeks 7 – 9</u></p> <p>Speech – to use inverted commas to punctuate direct speech.</p> <p><u>Week 10 - 11</u></p> <p>To use the present perfect form of verbs instead of the simple past. E.g. <i>'He has gone out to play'</i> (present perfect form) rather than <i>'He went out to play'</i> (simple past)</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p>	<p><u>Weeks 1-2</u></p> <p>Nouns</p> <p>To learn different types of nouns including abstract nouns.</p> <p>Types of Nouns - common nouns, proper nouns, abstract nouns, collective nouns, concrete nouns</p> <p><u>Weeks 3- 6</u> Introduction to paragraphs to group related information/ideas together. Headings and</p>	<p><u>Weeks 7- 8</u></p> <p>Word families based on common words, showing how words are related in form and meaning E.g. <i>solve, solution, solver, dissolve, insoluble</i></p> <p><u>Weeks 9 – 11</u></p> <p>Prefixes - formation of nouns using a range of prefixes [for example super-, anti-, auto-</p> <p><u>Week 12</u> Assessments</p>

	<p>until)</p> <p>To use past and present tense correctly and consistently.</p> <p>Expanded noun phrases to describe a noun.</p> <p><u>Week 5 - 7</u> Determiners - use 'a' or 'an' according to whether the word begins with a consonant or vowel. E.g. 'an elephant' 'a book'</p>			<p><u>Week 12</u> Assessments</p>	<p>subheadings</p>	
Year 4	<p><u>Weeks 1-5</u> (Consolidating grammatical concepts from Year 3)</p> <p>Determiners - use 'a' or 'an' according to whether the word begins with a consonant or vowel. E.g. 'an open book' 'a rock'</p> <p>Using a wider range of conjunctions to extend sentences with more than one clause. E.g. <i>when, before, after, while, so, because</i></p> <p>Adverbial phrases to describe time, place and cause using prepositions. E.g. <i>before, after, during, because of, as a result of.</i></p> <p>Inverted commas to punctuate direct speech.</p> <p>To use the present perfect form of verbs instead of the simple past.</p>	<p><u>Weeks 8 – 11</u></p> <p>Fronted Adverbials</p> <p>To learn how to use fronted adverbials. E.g. <i>Later that day, I heard the bad news.</i></p> <p>Using commas after fronted adverbials. E.g. <i>'Before sunrise, he ate his breakfast'</i></p> <p><u>Week 12</u></p> <p>Assessments</p>	<p><u>Weeks 1 – 3</u></p> <p>Apostrophes for possession.</p> <p>To understand the grammatical difference between plural and possessive –s E.g. <i>'The child's bag'</i> <i>'The children's classroom'</i> <i>'James' book'</i></p> <p>Apostrophe for plural possession. E.g. 'the girl's name'</p> <p><u>Weeks 4- 6</u> Inverted Commas for speech</p> <p>Use of inverted commas and other punctuation to indicate direct speech. E.g. comma after a reporting clause; end punctuation with inverted commas. E.g. 'The conductor shouted, "Sit down!"</p>	<p><u>Weeks 7 – 9</u></p> <p>Noun phrases - expanded by the addition of modifying adjectives, nouns and preposition phrases E.g. <i>the teacher expanded to: the strict maths teacher with curly hair.</i></p> <p><u>Week 10 – 11</u></p> <p>Suffixes</p> <p><u>Week 12</u></p> <p>Assessment</p>	<p><u>Weeks 1 – 2</u></p> <p>To use the appropriate use of Standard English when writing sentences. E.g. <i>Instead of 'we was' – 'we were' or instead of 'I done' 'I did'</i></p> <p><u>Weeks 3 – 6</u></p> <p>Using paragraphs around a theme</p>	<p><u>Weeks 7 – 11</u></p> <p>Suffixes – spell words using -ation, -ly, -ous, -ssion, -tion, cian</p> <p><u>Week 12</u> Assessment</p>

	<p>E.g. 'He has gone out to play' (present perfect form) rather than 'He went out to play' (simple past)</p> <p>Paragraphs to group ideas together</p> <p>Determiners – 'a' 'an' 'the' 'this' (Skill taught in a Diary Entry)</p> <p><u>Weeks 6 – 7</u></p> <p>Pronouns</p> <p>Choosing the appropriate noun or pronoun for cohesion to avoid repetition. (pronouns and possessive pronoun)</p>					
Year 5	<p><u>Weeks 1 – 3</u> (Consolidating on Year 4 concepts)</p> <p>Choosing nouns or pronouns for clarity and cohesion to avoid repetition.</p> <p>Noun phrases - expanded by the addition of modifying adjectives, nouns and preposition phrases E.g. <i>the teacher expanded to: the strict maths teacher with curly hair.</i></p> <p>Using commas after fronted adverbials. E.g. 'Before sunrise, he ate his breakfast'</p> <p>Understanding the difference between plural and possessive –s</p>	<p><u>Weeks 7 – 8</u></p> <p>Modal verbs</p> <p>Indicating degrees of using adverbs E.g. <i>perhaps, surely</i></p> <p>modal verbs for possibility - <i>might, should, will, must</i></p> <p><u>Weeks 9 – 11</u></p> <p>Adverbs – Using adverbs to indicate degrees of possibility E.g. <i>perhaps, surely</i></p> <p><u>Week 12</u></p> <p>Assessment</p>	<p><u>Weeks 1 – 3</u></p> <p>Parenthesis</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p><u>Weeks 4 -6</u></p> <p>Expanded noun phrases – to use expanded noun phrases to convey complicated information concisely.</p>	<p><u>Weeks 7 – 9</u></p> <p>Tenses - using the perfect form of verbs to mark relationships of time and cause.</p> <p><u>Weeks 10 - 11</u></p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p><u>Week 12</u></p> <p>Assessment</p>	<p><u>Weeks 1 – 2</u></p> <p>Commas – using commas to clarify meaning or avoid ambiguity in writing.</p> <p><u>Weeks 3 – 6</u></p> <p>Cohesion - To build cohesion within a paragraph. E.g. then, after that, this, firstly,,</p> <p>Link ideas across paragraphs using adverbials of time. E.g. place (nearby) and number (secondly) or tense choices E.g. (<i>he had seen her before</i>)</p> <p><u>Week 10</u></p> <p>Prefixes – verb prefixes E.g. <i>dis -</i>, <i>de - mis-</i>, <i>over - and re-</i></p> <p><u>Week 11</u></p> <p>Suffixes – converting nouns or adjectives into</p>	<p><u>Weeks 7 - 9</u></p> <p>Cohesion - To continue building on cohesion skills within a paragraph. E.g. then, after that, this, firstly,,</p> <p>Link ideas across paragraphs using adverbials of time. E.g. place (nearby) and number (secondly) or tense choices E.g. (<i>he had seen her before</i>)</p> <p><u>Week 10</u></p> <p>Prefixes – verb prefixes E.g. <i>dis -</i>, <i>de - mis-</i>, <i>over - and re-</i></p> <p><u>Week 11</u></p> <p>Suffixes – converting nouns or adjectives into</p>

	<p>Use of inverted commas and other punctuation to indicate direct speech. E.g. comma after a reporting clause; end punctuation with inverted commas. E.g. 'The conductor shouted, "Sit down!"</p> <p><u>Weeks 4 – 6</u></p> <p>Relative pronouns and relative clauses:</p> <p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun.</p>					<p>verbs using suffixes E.g. –ate, -ise, -ify) E.g. <i>indicate, exercise, clarify</i></p> <p><u>Week 12</u></p> <p>Assessments</p>
Year 6	<p><u>Weeks 1 – 4</u> (Consolidating on grammatical concepts from Year 5)</p> <p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Modal verbs Indicating degrees of using adverbs E.g. <i>perhaps, surely</i></p> <p>modal verbs for possibility - <i>might, should, will, must</i></p>	<p><u>Weeks 7 – 9</u></p> <p>Word Classes Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p><u>Weeks 10 - 11</u></p> <p>Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>To understand the</p>	<p><u>Weeks 1 – 2</u></p> <p>Using a colon to introduce a list.</p> <p>Use semi-colon within lists.</p> <p>Punctuating bullet points consistently.</p> <p>Punctuation of bullet points to list information.</p> <p><u>Weeks 3 – 4</u></p> <p>Active and Passive verbs</p> <p>Using passive verbs to affect the presentation in sentences. E.g. I broke the window in the greenhouse. (passive verb)</p>	<p><u>Weeks 8 – 10</u></p> <p>Use semi-colons to mark boundaries between independent clauses. E.g. <i>'It's raining; I'm fed up.'</i></p> <p>Use colons to mark boundaries between independent clauses.</p> <p>Use dashes to mark boundaries between independent clauses.</p> <p><u>Week 11</u></p> <p>Using hyphens to avoid ambiguity.</p> <p><u>Week 12</u> Assessment</p>	<p><u>Week 1</u></p> <p>Revision of grammatical concepts.</p> <p><u>Week 2</u> Assessments (SATs)</p> <p><u>Weeks 3 – 7</u></p> <p>Cohesion – linking ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase. E.g. use of adverbials – on the other hand, in contrast, as a consequence.</p> <p>Layout devices E.g. headings, sub-headings,</p>	<p><u>Weeks 8 – 11</u></p> <p>Consolidation of KS2 grammatical objectives.</p>

	<p>Parenthesis</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Commas – using commas to clarify meaning or avoid ambiguity in writing.</p> <p><u>Week 5 – 6</u> Synonyms and Antonyms</p> <p>How words are related by meaning as synonyms and antonyms E.g. big, large, little.</p>	<p>difference between informal and formal speech in written forms. E.g. find out – discover, ask for – request, go in – enter.</p> <p>To understand the structure of informal and formal speech in written form. E.g. using question tags <i>'He's your friend isn't he?'</i> Or subjunctive forms e.g. <i>'If I were or were they to come in.'</i></p> <p>Recognising subjunctive forms of writing.</p> <p><u>Week 12</u></p> <p>Assessment</p>	<p>The window in the greenhouse was broken (by me) (active verb)</p> <p><u>Weeks 5 – 7</u></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>To understand and use vocabulary used for informal and formal speech. Using the appropriate vocabulary for formal and informal speech. E.g. – find out – discover, ask for – request, go in – enter.</p> <p>To know the different structures of informal speech and structures of formal speech. E.g. <i>'He's your friend, isn't he?'</i> or subjunctive forms such as; <i>'If I were or were they to come in'</i></p>		<p>columns, bullet points or tables to structure a text.</p>	
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