

Probus school Grammar progression

| Year 1 Grammar Coverage | | | | | |
|--|---|--|---|--|--|
| Write a simple sentence starting with a noun/proper noun | To orally use simple co-ordinating conjunctions: <i>and, but</i> | Use capital letters for proper nouns (people and places) | Regular plurals where you only add an "-s" or "-es" | Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i> | Comparative and superlative adjectives, adding "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i> |
| Write a simple sentence starting with a personal pronoun | Write a compound sentence using the coordinating conjunction "and" | Use a capital letter for "I" | Suffixes of verbs, adding "-ed" or "-ing" | Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i> | Choose a specific noun: "Alsatian" rather than "dog" |
| Finish the sentence with a full stop | Use connectives of sequence: <i>first, second, then</i> | Start sentences with a capital letter | Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i> | Similes: <i>as big as an elephant</i> | Use noun phrases: adjective + noun |
| Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i> | Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we <u>have</u></i> <i>he/she <u>has</u></i> <i>I/you/we <u>do</u></i> <i>he/she <u>does</u></i> <i>I <u>am</u></i> <i>you/we <u>are</u></i> <i>he/she <u>is</u></i> | Use capital letters for days of the week | Use determiners: <i>the, a, an, my, your, his, her</i> | Use question marks | Use exclamation marks |
| First person (I and we), second person (you) and third person (he, she) | Write a sentence that includes an adjective | Separate words with spaces | Adverbs of manner (how) to describe a verb, ending in "-ly" | | |

Year 1 Spelling

- Singular and plural (+ "-s" or "-es")
- Conjunctions (*and, but, then, so*)
- Adjectives (non-gradable) – colour, size, age
- Pronouns (*I, he, she, you*)
- Common nouns
- Proper nouns – own names/days of the week
- Verbs: simple-past-tense regular verbs, adding either "-ed" or "-ing"
- Verbs: Present tense for "to be", "to do" and "to have" (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*)
- Connectives of sequence (*first, second, last, next, then*)
- Determiners (*the, a, my, your, an, this, that, his, her, some, all*)
- Simple adverbs ending in "-ly" (*nicely, madly*)
- Prefix "un-" (*happy – unhappy, kind – unkind, tie – untie*)
- Comparative and superlative adjectives where you add "-er" or "-est"
- Prepositions
- Days of the week

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Year 1 Sentence/ Grammar Ideas

- Writing simple sentences in the first, second and third person (subject-verb agreement) – *I am happy. You are happy. He is happy.*
- Write a simple sentence starting with a proper noun
- Noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun
- Write a simple sentence, but add an adjective – *He has a red ball.*
- Write a simple sentence and add an adverb of manner ("-ly") – *I play nicely.*
- Write a simple sentence with a regular simple past tense verb (adding -ed) – *He worked in the classroom.*
- Write a sentence in simple present continuous tense ("to be" + "-ing") – *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.*
- Use capital letters at the beginning of a sentence and full stops
- Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (*I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is*)
- Write a question with a question mark
- Write a word/phrase or sentence with an exclamation mark
- Capital letters – "I", proper nouns, days of the week
- Changing general nouns to specific nouns, eg, "car" to "Ferrari"
- How to use prepositions in a sentence
- Alliteration
- Similes
- Write a sentence using "and"

Year 2 Grammar Coverage

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| <p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p> | <p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p> | <p>Ask a question and use a question mark</p> | <p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p> | <p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p> | <p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p> |
| <p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p> | <p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p> | <p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p> | <p>Use past continuous (progressive) tense <i>He was playing at school.</i></p> | <p>Temporal connectives: <i>next, last, an hour later</i></p> | <p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p> |
| <p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p> | <p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p> | <p>Write a sentence that ends with an exclamation mark</p> | <p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p> | <p>Use first, second and third person with subject-verb agreement</p> | <p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p> |
| <p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p> | <p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p> | <p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p> | <p>Apostrophes of omission: <i>he didn't</i> <i>he couldn't</i></p> | <p>Onomatopoeia</p> | |
| <p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p> | <p>Write a statement that starts with a capital letter and finishes with a full stop</p> | <p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p> | <p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p> | <p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p> | |

Year 2 Spelling

Suffixes

- Adding "-less"
- Adding "-ful"
- Adding "-ness" and "-er" to make a noun
- Doubling the final letter for an adjective and adding "-er" and "-est"

Compound nouns

- Noun + noun = compound noun
- Adjective + noun = compound noun

Adding "-ly"

- Making an adjective into an adverb

Conjunctions

- *or, and, but, when, because, if, that*

Prepositions

- *behind, above, along, before, between, after*

Generalisers/determiners

- *most, much, more, many, some, all*

Verbs

- "-ed" and "-ing" verbs
- Imperative verbs, such as: *take, give, cut*

Time connectives

- *next, last, later*

Pronouns

- *I, he, she, we, they, it, you*

Questions

- *what, where, when, who, how*

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Year 2 Sentence/ text level.

- To recognise verbs with the suffixes "-ed" and "-ing" and how to use these in a sentence
- To identify imperative verbs and use these in a command – *Give me that pen.*
- Subject-verb agreement of the simple present (*I like, she likes*), adding a "-s" to the third person
- To learn how and when to use the present continuous – *I am sitting on the carpet.*
- To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared:
 - *The building was big, but the Houses of Parliament were bigger.*
 - *Tom was the tallest boy in his class.*
- Write a statement of fact with a capital letter and full stop
- Write a question starting with "what", "where", "when", "who" or "how" and a capital letter, finishing with a question mark
- Write a short sentence with an exclamation mark
- Poems using alliteration to describe either a picture or a painting.
- Inverted commas: put the spoken word into inverted commas and start with a capital letter.
- Expanding noun phrases to include an adjective and a prepositional phrase. – *The red ball under the table*
- Onomatopoeia: use pictures to create words and add an exclamation mark. – *Ouch!*
- Prepositional phrases – *under the carpet..., above the whiteboard...*
- Time connectives – *next, last, later*
- Developing similes using the word "like"
- Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb
- Commas to separate lists
- Alliteration: verb + noun – *dancing dolphins*
- Apostrophes of omission
- Write two simple sentences and join them together with "and", "but" or "or"
- Write a complex sentence using "because", "when", "it" or "that", placing the conjunction in the middle of the sentence – *I bought a new car because my old one broke down.*

Year 3 Grammar Coverage

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| <p>Formation of nouns using prefixes: <i>auto- anti- super- under-</i></p> | <p>Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i></p> | <p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p> | <p>To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"</p> | <p>Pronouns – To know the difference between the subject and object with the personal pronoun</p> | <p>Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p> |
| <p>Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")</p> | <p>Verbs – Present perfect: "has/have" + past participle <i>She has gone to the shops. instead of She went to the shops.</i></p> | <p>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.</p> | <p>To make the plural for nouns with a single vowel, ending in "f" or "fe", change the "f" or "fe" to "-ves": <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: <i>chief – chiefs</i></p> | <p>Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p> | <p>Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i></p> |
| <p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p> | <p>Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs</p> | <p>Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> | <p>Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i></p> | <p>The difference between a phrase and a clause</p> | <p>Verbs – Past perfect: "had" + past participle</p> |
| <p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p> | <p>Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i></p> | <p>Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></p> | <p>Complex sentences using subordinate conjunctions: <i>until although even if</i></p> | <p>Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i></p> | <p>Homophones and their meanings: <i>bear – bare pear – pair</i></p> |
| <p>Expressing time, place and cause using adverbs: <i>then, next, soon</i></p> | <p>Identifying all the word classes of a simple sentence</p> | <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> | <p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> | | |

Year 3 Spelling

- Word families
- Prefixes – *auto-, anti-, super-, under-*
- Conjunctions – *when, before, after, while, so, because*
- Adverbs – *then, next, soon*
- Synonyms for verbs to create more powerful vocabulary
- Prepositions – *next, though, during, throughout*
- Homophones
- Quantifiers
- Plurals ending in “f” and “-fe”
- Plurals ending in “-sh”, “-ch”, “-x”, “-z”, “-s”
- Irregular past-tense verbs
- Possessive adjectives
- Exaggerated language
- Adverbs ending in “-ly”

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Year 3 Sentence/ Grammar Ideas

- Inverted commas
- Verbs – present perfect and past perfect
- Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)
- Pattern of three and exaggerated language for persuasion
- Complex sentences using: *until, although, even if*. The conjunction is found in the middle of the sentence.
- Compound sentences using: *and, but, for, yet, nor, so, or*
- Difference between clause and phrase
- Difference between fewer and less. Fewer is used for count nouns (*few apples*) and less is used for non-count nouns (*less water*)
- Personal pronouns (subject and object) and where to use them in the sentence
- Specific and technical vocabulary
- Knowing when to use “a” and “an”
- Identify all the word classes of a simple sentence
- Identify the subject of the sentence
- Inverted commas

Year 4 Grammar Coverage

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| <p>Possessive apostrophes for regular singular and plural nouns</p> | <p>Using either a pronoun or the noun in sentences for cohesion and to avoid repetition</p> | <p>Prepositions: <i>at, underneath, since, towards, beneath, beyond</i></p> | <p>Compound nouns using hyphens</p> | <p>Repetition to persuade: <i>Fun for now, fun for life</i></p> |
| <p>Informal and formal language</p> | <p>Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i></p> | <p>Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies</i></p> | <p>Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i></p> | <p>Drop-in clause with an "-ing" verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.</p> |
| <p>Expanded noun phrases: <i>Changing The teacher to The strict English teacher with the grey beard</i></p> | <p>Specific determiners: <i>their, whose, this, that, these, those, which</i></p> | <p>Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i></p> | <p>Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i></p> | <p>A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></p> |
| <p>Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</p> | <p>Verbs – Past perfect continuous: "had" + past participle + "-ing"</p> | <p>Know the difference between a preposition and an adverb</p> | <p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages</p> | <p>Prefixes to give the antonym: "im-", "in-", "ir-", "il-"</p> |
| <p>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"</p> | <p>Powerful verbs Find synonyms of words to up-level sentences and give a greater effect</p> | <p>Verbs – Modal verbs: <i>could, should, would</i></p> | <p>Compound sentences using all the co-ordinating conjunctions</p> | <p>Adjectives ending in "-ed": <i>frightened, scared, etc.</i></p> |
| <p>Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i></p> <p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> | | | . | |

Year 4 Spelling

- Plural nouns of words ending in "o"
- Specific determiners
- Synonyms for verbs
- Progressive/continuous verbs
- Modal verbs
- Proper nouns – names of people, places, titles, languages, months and days
- Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"
- Adjectives ending in "-ed"
- Verbs ending in "y": change "y" to "i" and add "-es"
- Noun plurals ending in "y": change "y" to "i" and add "-es"
- Comparative and superlative adjectives ending in "y": *happy – happier – happiest*
- Prepositions
- Compound nouns using hyphens
- Specific determiners
- Possessive pronouns

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Year 4 Sentence/ Grammar Ideas

- Possessive apostrophe for singular and regular plurals
- Informal and formal language
- Expanded noun phrases
- Fronted adverbials
- Inverted commas
- Use of pronouns for cohesion and to avoid repetition
- How to use specific determiners
- Past perfect continuous tense
- Change verbs in a sentence to give greater effect
- Starting a sentence with an "-ing" verb
- Write a drop-in clause with an "-ing" verb
- Modal verbs
- Know the difference between a preposition and an adverb
- Compound sentences
- Start a sentence with a preposition and a comma
- Repetition to persuade
- Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction
- How to use possessive pronouns

Year 5 Grammar Coverage

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| <p>Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"</p> | <p>Brackets for parenthesis</p> | <p>Developing technical language</p> | <p>Editing sentences by either expanding or reducing for meaning and effect</p> | <p>Moving parts of sentences around to create different effects</p> | <p>Metaphors</p> |
| <p>Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"</p> | <p>Dashes for parenthesis</p> | <p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p> | <p>Drop-in "-ed" clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p> | <p>Future tense verbs</p> | <p>Rhetorical questions</p> |
| <p>Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i></p> | <p>Commas for parenthesis</p> | <p>Connectives to build cohesions:</p> <ul style="list-style-type: none"> - Exemplification - Results - To summarise - To sequence | <p>Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p> | <p>Onomatopoeia</p> | <p>Personification</p> |
| <p>Indicating degrees of possibility using adverbs: <i>perhaps, surely</i></p> | <p>Relative pronouns: <i>who, which, that, whom, whose</i></p> | <p>Start a sentence with an expanded "-ed" clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p> | <p>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p> | <p>Colons for play scripts and to start a list</p> | <p>Secure use of compound sentences</p> |
| <p>Embellishing simple sentences</p> | <p>Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun</p> | <p>Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p> | <p>Speech in inverted commas</p> | | |

Year 5 Spelling

- Suffixes "-ate", "-ise", "-ify"
- Prefixes "dis-", "de-", "mis-", "over-" and "re-"
- Modal verbs
- Adverbs showing degrees of possibility
- Connectives for exemplification, results and summary
- Adjectives ending with "-ed"
- Relative pronouns
- Indefinite pronouns
- Technical language

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Year 5 Sentence/ Grammar Ideas

- Modal verbs of possibility and obligation
- Embellishing simple sentences
- Brackets for parenthesis
- Commas for parenthesis
- Dashes/hyphens for parenthesis
- Expanding phrases starting with an adjective and ending in "-ed"
 - *Frightened and confused, Tom...*
- Drop-in clauses starting with an "-ed", with a comma to demarcate for meaning
- Relative clauses to add detail
- Colons
- Compound sentences
- Complex sentences starting with a subordinate clause and separating the subordinate clause
- Onomatopoeia
- Metaphors
- Personification
- Rhetorical questions
- Future tenses
- Moving words, phrases and clauses in a sentence to create different effects
- Editing sentences to either minimise or expand
- How to use indefinite pronouns

Year 6 Grammar Coverage

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|--|---|---|--|---|--|
| Informal and formal speech: <i>find out / discover</i> <i>ask for / request</i> <i>go in / enter</i> Using question tags for informality: <i>He's in your class, isn't he?</i> Use the subjunctive for formal writing: <i>If I were you...</i> | 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: <i>It's raining – I'm fed up</i> | 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: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big". | Connectives to signpost and create cohesion within a text: <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise | Hyphens for compound words to avoid ambiguity: <i>man eating shark</i> or <i>man-eating shark</i> | 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: <i>It's sunny: I'm going out to play.</i> | 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: <i>It's raining; I'm fed up</i> | Antonyms to create different effects in sentences | Fronted adverbials | Expanded noun phrases: <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase | Determiners and generalisers |
| Imperative verb | | | | | |

Year 6 Spelling

- Antonyms
- Synonyms
- Informal and formal language
- Conjunctions
- Connectives
- Relative pronouns
- Possessive pronouns
- Hyphens for compound nouns
- Collective nouns
- Modal verbs
- Abstract nouns
- Imperative verbs

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Year 6 Sentence/ Grammar Ideas

- Fronted adverbials
- Expanded noun phrases
- Determiners and generalisers
- Imperatives
- Semicolons
- Colons
- Bullet points
- Dashes
- Passive and active sentences
- Informal and formal language
- Rhetorical questions
- Personification
- Metaphors
- Alliteration
- Similes
- Compound sentences
- Complex sentences
- Combining complex and compound clauses
- Relative clauses to create complex sentences
- Pronouns – relative and possessive
- Ellipses
- Relative clauses
- Subject and object of the sentence
- Layout devices (could also be used in guided reading)
- Past tense
- Present tense
- Future tense
- Auxiliary verbs
- Modal verbs
- Embellishing simple sentences
- Repetition for effect
- Inverted commas