

Poulton Lancelyn Grammar LTP



Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
1	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)	Understand pronouns, verbs nouns, adjectives	Sequence sentences to form short narratives	Separate words with spaces	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop,
	Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)	Teach 1 st and 3rd person: 1 st person: I love cheese. 3 rd person: He/She loves cheese.	Begin to use adjectives to add some simple description Begin to link ideas/events by	stops, questions marks and exclamation marks to demarcate sentences	question mark, exclamation mark
	How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie the boat)	Combining words to make sentences Joining words and clauses using 'and'	subject and/or pronoun	Capital letters for names or people, places, days of the week and for the personal pronoun 'l'	
	Understand the apostrophe in contractions represents omitted letter(s)	Use some accuracy in past and present tense			
2	Regular plural noun suffixes –s or – es (e.g. dog, dogs; wish, wishes)	Understand pronouns, verbs nouns, adjectives	Begin to use adjectives to add some simple description	Capital letters for names or people, places, days of the week and for the personal pronoun 'I'	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop,
	Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)	Teach 1 st and 3rd person: 1 st person: I love cheese. 3 rd person: He/She loves cheese.	Correct choice and consistent use of present or past tense throughout writing	Use of capital letters, full stops, questions marks and	question mark, exclamation mark
	How the prefix un– changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Use of progressive form of verbs in the present and past tense (for example 'she is drumming' 'he was shouting')	exclamation marks to demarcate sentences Commas to separate items in a list	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past,
	Formation of nouns using suffixes such as –ness –er (e.g. happy – happiness) and by compounding (e.g. whiteboard, superman)	Expanded noun phrases for description and specification (e.g. the blue butterfly, the man on the moon)	Use of verbs to mark action Use pronouns to extend and link sentences	Apostrophes to mark where letters are missing in spelling (do not = don't) and to mark singular possession in nouns	present, apostrophe, comma
		Types of sentences and how to identify them:	Sequence connected events	(e.g. the girl's name)	

	Formation of adjectives using	Statements			
	suffixes such as –ful, -less	Commands			
	Use of the suffixes –er, -est in	Questions Exclamations			
	adjectives (e.g. happier and	Exclamations			
	happiest) and the use of -ly in				
	turning adjectives to adverbs				
	(happy – happily)				
3	Regular plural noun suffixes –s or –	Understand pronouns, verbs nouns,	Begin to use adjectives to add	Use of capital letters, full stops,	full stop, question mark,
3	es (e.g. dog, dogs; wish, wishes)	adjectives	some simple description	questions marks and	exclamation mark, noun,
			some simple description	exclamation marks to	noun phrase, statement,
	Identify root words Suffixes that	Subordination (using when, if, that,	Use of progressive form of verbs	demarcate sentences	question, exclamation,
	can be added to verbs (e.g. helping,	because) and co-ordination (using or,	in the present and past tense (for		command, compound, suffix,
	helped, helper)	and, but)	example 'she is drumming' 'he	Commas to separate items in a	adjective, adverb, verb, tense,
			was shouting')	list	past, present, apostrophe,
	Formation of adjectives using	Expanded noun phrases for			comma
	suffixes such as –ful, -less	description and specification (e.g. the	Correct choice and consistent use	Apostrophes to mark where	
		blue butterfly, the man on the moon)	of present or past tense	letters are missing in spelling (do	Preposition, conjunction,
	Use of the suffixes –er, -est in		throughout writing	not = don't) and to mark	word family, prefix, clause,
	adjectives (e.g. happier and	Types of sentences and how to		singular possession in nouns	subordinate clauses, direct
	happiest) and the use of –ly in	identify them:	Introduction to paragraphs as a	(e.g. the girl's name)	speech, consonant, vowel,
	turning adjectives to adverbs	Statements Commands	way to group related material	Introduction to inverted	inverted commas
	(happy – happily)	Questions	Headings and sub-heading to aid	commas to punctuate direct	
	Formation of nouns using a range	Exclamations	presentation	speech	
	of prefixes (e.g. super – anti – auto	Exclamations	presentation	speech	
	-)	Expressing time, place and cause	Use of the present perfect form		
		using:	of verbs instead of the simple		
	Use the correct determiner 'a' or	- conjunctions (e.g. when,	past (e.g. he has gone out to play		
	'an' depending on whether the	before, after, while, so,	<u>instead of</u> he went out to play)		
	following word begins with a	because)			
	vowel or a consonant (e.g. a rock,	- adverbs (e.g. then, next, soon,			
	an open box)	therefore)			
	Mond fouriling knowld are served	- prepositions (e.g. before, after,			
	Word families based on common words and identify how they're	during, in, because of)			
	related in meaning and form (e.g.				
	solve, solution, dissolve)				

4	Formation of nouns using a range of prefixes (e.g. super – anti – auto –) Use the correct determiner 'a' or 'an' depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box) Word families based on common words and identify how they're related in meaning and form (e.g. solve, solution, dissolve) Regular plural noun suffixes –s or – es (e.g. dog, dogs; wish, wishes) Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper) Use of the suffixes –er, -est in adjectives (e.g. happier and happiest) and the use of –ly in turning adjectives to adverbs (happy – happily) Grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)	Understand pronouns, verbs nouns, adjectives Subordination (using when, if, that, because) and co-ordination (using or, and, but) Types of sentences and how to identify them: Statements Commands Questions Exclamations Expressing time, place and cause using: - 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) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard the bad news)	Use of progressive form of verbs in the present and past tense (for example 'she is drumming' 'he was shouting') Correct choice and consistent use of present or past tense throughout writing Headings and sub-heading to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <u>instead of</u> he went out to play) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (do not = don't) and to mark singular possession in nouns (e.g. the girl's name) Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas) Apostrophes to mark plural possession (e.g. the girl's name) Use of commas after fronted adverbials	full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clauses, direct speech, consonant, vowel, inverted commas Determiner, pronoun, possessive pronoun, adverbial
	forms (e.g. we were instead of we				

5	Formation of nouns using a range	Understand pronouns, verbs nouns,	Use of progressive form of verbs	Use of capital letters, full stops,	full stop, question mark,
	of prefixes (e.g. super – anti – auto	adjectives	in the present and past tense (for	questions marks and	exclamation mark, noun,
	-)		example 'she is drumming' 'he	exclamation marks to	noun phrase, statement,
		Subordination (using when, if, that,	was shouting')	demarcate sentences	question, exclamation,
	Use the correct determiner 'a' or	because) and co-ordination (using or,			command, compound, suffix,
	'an' depending on whether the	and, but)	Correct choice and consistent use	Commas to separate items in a	adjective, adverb, verb, tense,
	following word begins with a vowel		of present or past tense	list	past, present, apostrophe,
	or a consonant (e.g. a rock, an open	Types of sentences and how to	throughout writing		comma, preposition,
	box)	identify them:		Apostrophes to mark where	conjunction, word family,
		Statements	Headings and sub-heading to aid	letters are missing in spelling (do	prefix, clause, subordinate
	Word families based on common	Commands	presentation	not = don't) and to mark	clauses, direct speech,
	words and identify how they're	Questions		singular possession in nouns	consonant, vowel, inverted
	related in meaning and form (e.g.	Exclamations	Use of the present perfect form	(e.g. the girl's name)	commas, determiner,
	solve, solution, dissolve)		of verbs instead of the simple		pronoun, possessive pronoun,
		Expressing time, place and cause	past (e.g. he has gone out to play	Use of inverted commas and	adverbial
	Regular plural noun suffixes –s or –	using:	<u>instead of</u> he went out to play)	other punctuation to indicate	
	es (e.g. dog, dogs; wish, wishes)	- conjunctions (e.g. when, before,		direct speech (e.g. a comma	Modal verb, relative
		after, while, so, because)	Use of paragraphs to organise	after the reporting clauses, end	pronoun, relative clause,
	Identify root words Suffixes that	- adverbs (e.g. then, next, soon,	ideas around a theme	punctuation inside inverted	parenthesis, brackets,
	can be added to verbs (e.g. helping,	therefore)		commas)	dashes, cohesion, ambiguity
	helped, helper)	prepositions (e.g. before, after,	Appropriate choice of pronoun or		
		during, in, because of)	noun within and across sentences	Apostrophes to mark plural	
	Grammatical difference between		to aid cohesion and avoid	possession (e.g. the girl's name)	
	plural and possessive –s	Noun phrases expanded by the	repetition		
		addition of modifying adjectives,		Use of commas after fronted	
	Standard English forms for verb	nouns and preposition phrases (e.g.	Devices to build cohesion within	adverbials	
	inflections instead of local spoken	the teachers expanded to: the strict	a paragraph (e.g. first, then,		
	forms (e.g. we were instead of we	maths teacher with curly hair)	after this)	Brackets, dashes or commas to	
	was)			indicate parenthesis	
		Fronted adverbials (e.g. Later that	Linking ideas across paragraphs		
	Converting nouns or adjectives	day, I heard the bad news)	using adverbials or time, place or	Use of commas to clarify	
	into verbs using suffixes (e.gate,		tense (e.g. later, nearby, he <u>had</u>	meaning or avoid ambiguity	
	-ise, -ify)	Relative clauses beginning with who,	seen her before)		
	Mark and fine of the second second	which, where, when, whose, that or			
	Verb prefixes (for example dis-,	an omitted relative pronoun			
	de-, mis-, over-, re-)				
		Indicating possibility using adverbs			
		(e.g. perhaps) or model verbs (e.g.			
		might, should, will, must)		1	

6	<u>Revise all previous taught</u>	Revise all previous taught statements	<u>Revise all previous taught</u>	<u>Revise all previous taught</u>	full stop, question mark,
	statements in addition to	<u>in addition to</u>	statements in addition to	statements in addition to	exclamation mark, noun, noun phrase, statement,
	The difference between	Use of the passive to affect the	Linking ideas across paragraphs	Use of the semi-colon, colon	question, exclamation,
	vocabulary typical of informal	presentation of information in a	using a wider range of cohesive	and dash to mark the boundary	command, compound, suffix,
	speech and vocabulary	sentence (e.g. I broke the window in	devices	between independent clauses	adjective, adverb, verb, tense,
	appropriate for formal speech and	the greenhouse VS the window in	Layout devices (e.g. headings,	(e.g. It's raining; I'm fed up)	past, present, apostrophe,
	writing (e.g. find out – discover,	the greenhouse was broken)	columns, bullet points)		comma, preposition,
	ask for – request)			Use of the colon to introduce a	conjunction, word family,
	U.S	The difference between informal		list and the use of semi-colons	prefix, clause, subordinate
	How words are related by	speech and structures appropriate		with lists	clauses, direct speech,
	meaning as synonyms and antonyms (big, large, little)	for formal speech (e.g. use of question tags in informal writing		Punctuation of bullet points to	consonant, vowel, inverted commas, determiner,
	antonyins (big, large, intie)	'he's your friend, isn't he? Or use of		list information	pronoun, possessive pronoun,
		subjunctive form in formal writing 'If		list mornation	adverbial, modal verb,
		I were'		How hyphens can be used to	relative pronoun, relative
				avoid ambiguity (e.g. a man-	clause, parenthesis, brackets,
				eating shark)	dashes, cohesion, ambiguity
					Subject, object, passive,
					active, synonym, antonym,
					ellipsis, hyphen, colon, semi-
					colon, bullet points