

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Grammar

Features		
<ul style="list-style-type: none"> <li>At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>At key stage 1 and 2, the key knowledge progression documents take full account of the National Curriculum’s writing strand and the Progression Through Genres document</li> <li>The transcription strand (spelling and handwriting), the composition strand and the grammar and punctuation strand of the national curriculum are outlined discretely and not within each genre</li> <li>If a statement does not appear in every year group, this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill.</li> <li>Within the KCPDs, some statements may be covered earlier than they would appear elsewhere. This will be demarcated in italics.</li> </ul>		
Early Years Framework		
Early Years Statutory Framework: Educational Programme <b>Literacy</b>	Early Learning Goal <b>Literacy - Comprehension</b>	Early Learning Goal <b>Literacy – Writing</b>
<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p>	<ul style="list-style-type: none"> <li><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></li> <li><i>Anticipate – where appropriate – key events in stories.</i></li> <li><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Write recognisable letters, most of which are correctly formed</i></li> <li><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></li> <li><i>Write simple phrases and sentences that can be read by others.</i></li> </ul>
Early Years Statutory Framework: Educational Programme <b>Communication &amp; Language</b>	Early Learning Goal <b>Communication &amp; Language – Speaking</b>	Early Learning Goal <b>Communication &amp; Language – Listening, Attention &amp; Understanding</b>
<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</i></p>	<ul style="list-style-type: none"> <li><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></li> <li><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i></li> <li><i>Make comments about what they have heard and ask questions to clarify their understanding.</i></li> <li><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></li> </ul>

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<ul style="list-style-type: none"> <li>Know and show understanding that an adult means more than one when adding an 's' on the end of words verbally. (E.g: can I have the peng?)</li> <li>Know how to <u>begin</u> using plurals in their talk to represent singular or multiple things.</li> </ul>	<ul style="list-style-type: none"> <li>Know that some words end in an 's' to represent more than one when reading. (plural)</li> </ul>	<ul style="list-style-type: none"> <li>G1.1 Know what a noun is</li> <li>G1.2 Know the effect of the plural noun suffixes -s or -es on the meaning of a noun</li> </ul>	<ul style="list-style-type: none"> <li>G2.1 Know how to form nouns using suffixes (e.g. -ness, -er) and by compounding (whiteboard, superman)</li> </ul>	<ul style="list-style-type: none"> <li>G3.1 Know how to form nouns using a range of prefixes (e.g. -super, -anti, -auto)</li> <li>G3.2 Know how to use pronouns to avoid repetition NC – Y3</li> </ul>				
<ul style="list-style-type: none"> <li>Know how to use 'I' first person correctly when they are talking about themselves. (E.g: I would like a cake.)</li> <li>Know that events have happened in the past and begin to explore vocabulary to talk about them.</li> </ul>	<ul style="list-style-type: none"> <li>Know that using 'I' identifies first person (they are writing about themselves)</li> <li>Know the difference between past and present.</li> <li>Know and show an awareness that tense can change words when talking about past or present events. (E.g: Harry jumped in the puddle, Harry is jumping in the puddle.)</li> </ul>	<ul style="list-style-type: none"> <li>G1.3 Know how to use third person, first person singular</li> <li>G1.4 Know how to add suffixes (e.g. -ed, -ing, -er) to verbs that don't change the root word</li> </ul>	<ul style="list-style-type: none"> <li>G2.2 Know how to use the progressive form of verbs in the past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>G3.3 Know how to use present perfect forms of verbs instead of the simple past</li> </ul>	<ul style="list-style-type: none"> <li>G4.1 Know the Standard English forms for verbs</li> </ul>	<ul style="list-style-type: none"> <li>G5.1 Know how to use modal verbs</li> <li>G5.2 Know how to use a wide range of verb prefixes (e.g. dis-, de-, mis-, over-, re-)</li> <li>G5.3 Know how to convert adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> </ul>		

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		<ul style="list-style-type: none"> <li>G1.5 Know how to add 'er' and 'est' to adjectives where no change is needed to root word <i>NC – Y2</i></li> </ul>	<ul style="list-style-type: none"> <li>G2.3 Know how to form adjectives using suffixes such as -ful and -less</li> <li>G2.4 Know how to use expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>G3.4 Know how to choose age-appropriate and ambitious adjectives</li> </ul>	<ul style="list-style-type: none"> <li>G4.2 Know how to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>	<ul style="list-style-type: none"> <li>G5.4 Know how to locate and identify expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>G6.1 Know how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>	
<ul style="list-style-type: none"> <li>Know how to verbally use descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>Know what an adjective is and how it can be used to describe.</li> </ul>	<ul style="list-style-type: none"> <li>(Word types)</li> <li>G1.6 Know how the prefix -un changes the meaning of verbs and adjectives</li> </ul>						
<ul style="list-style-type: none"> <li>Know how to talk in a simple sentence, using 4-6 words.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to verbally extend a sentence using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>G1.7 Know how to join words and sentences using and/then</li> </ul>	<ul style="list-style-type: none"> <li>G2.5 Know how to use coordinating conjunctions (or, and, but) to join clauses</li> <li>G2.6 Know how to use subordinating conjunctions (when, if, that, because) to join clauses</li> </ul>	<ul style="list-style-type: none"> <li>G3.5 Know how to use conjunctions to express time and cause (e.g. when, so, before, after, while, because)</li> </ul>	<ul style="list-style-type: none"> <li>G4.3 Know how to use a wide range of conjunctions</li> </ul>			
<ul style="list-style-type: none"> <li>Know how to verbally use past tense with some accuracy, correcting their spoken language when modelled by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to verbally use past tense with increased accuracy. E.g: jumped when taking about experiences.</li> </ul>	<ul style="list-style-type: none"> <li>G1.8 Know how to use simple past tense - 'ed'</li> </ul>	<ul style="list-style-type: none"> <li>G2.7 Know how to use past and present tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>G3.6 Know how to use past and present tense correctly and consistently</li> </ul>		<ul style="list-style-type: none"> <li>G5.5 Know how to change the tense according to features of the genre</li> </ul>		
				<ul style="list-style-type: none"> <li>G3.7 Know when to use 'a' and 'an'</li> </ul>				
			<ul style="list-style-type: none"> <li>G2.8 Know how to add -ly to change an adjective to an adverb</li> </ul>	<ul style="list-style-type: none"> <li>G3.8 Know how to use adverbs of time, place and cause (e.g. then, next, soon, therefore, hurriedly)</li> </ul>	<ul style="list-style-type: none"> <li>G4.4 Know what an adverbial phrase is</li> <li>G4.5 Know how to use fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>G5.6 Know how to indicate degrees of possibility using adverbs (e.g. perhaps, surely)</li> <li>G5.7 Know how to link ideas across paragraphs using adverbials of time, place and number</li> </ul>		

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						<ul style="list-style-type: none"> <li>G5.8 Know how to link ideas across a text using cohesive devices such as adverbials</li> </ul>		
			<ul style="list-style-type: none"> <li>G2.9 Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>					
				<ul style="list-style-type: none"> <li>G3.9 Know how to use prepositions to express time, place and cause (e.g. before, after, during, in, because of)</li> </ul>				
					<ul style="list-style-type: none"> <li>G4.6 Know the grammatical difference between plural and possessive –s</li> </ul>			
						<ul style="list-style-type: none"> <li>G5.9 Know how to use relative clauses</li> </ul>		
							<ul style="list-style-type: none"> <li>G6.2 Know how to distinguish between whether formal or informal language should be used</li> </ul>	
							<ul style="list-style-type: none"> <li>G6.3 Know how to use the subjunctive form</li> </ul>	
							<ul style="list-style-type: none"> <li>G6.4 Know how to use active and passive voice to present information</li> </ul>	