

KS2 Grammar overview

These are the statutory requirements that must be covered throughout KS2.

In order for children to fully understand and apply these requirements, they will need to be revisited many times across the four years to embed the learning.

Where possible, these objectives should be covered in context through English lessons.

In addition to this framework.... objectives in any order may be taught in class where relevant.

		AUTUMN		SPRING		SUMMER		
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
YEAR 3	Introduce		Introduce		Introduce			
	Extending the range of sentences with more than one clause by using a wider range of conjunctions: <i>when, if, because, although</i>	Using and punctuating direct speech	Using conjunctions , adverbs and prepositions to express time and cause	Using conjunctions, adverbs and prepositions to express time and cause	Extending the range of sentences with more than one clause by using a wider range of conjunctions: <i>before, after, until, once, while</i>	Using the present perfect form of verbs in contrast to the past tense		
	Practise		Practise		Practise			
	Using familiar punctuation correctly: full stops, capital letters, exclamation marks, question marks	Using familiar punctuation correctly: commas for lists, apostrophes for contracted forms and the possessive (singular)	Extending the range of sentences with more than one clause by using a wider range of conjunctions: <i>when, if, because, although</i>	Using and punctuating direct speech	Indicating possession by using the possessive apostrophe with plural nouns	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		
	Revisit		Revisit		Revisit			
	Using sentences with different forms: statement, question, exclamation, command	Using capital letters for the names of people, places, the days of the week and the personal pronoun I	Using explained noun phrases to describe and specify Word classes: adjectives and determiners	Word classes: nouns, verbs, prepositions	Using the present tense and past tense correctly including the progressive form.	Sentence structures: words, phrase and clauses		

YEAR 4	Introduce		Introduce		Introduce	
	Using fronted adverbials Using commas after fronted adverbials	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Extending the range of sentences with more than one clause by using a wider range of conjunctions: <i>while, since, as, wherever, whenever, despite</i>	Using conjunctions, adverbs and prepositions to express time and cause	Indicating possession by using the possessive apostrophe with plural nouns	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Practise		Practise		Practise	
	Extending the range of sentences with more than one clause by using a wider range of conjunctions: <i>when, if, because, although, before, after, until, once, while</i>	Using fronted adverbials Using commas after fronted adverbials	Using the present perfect form of verbs in contrast to the past tense	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Using fronted adverbials Using commas after fronted adverbials	Using the present perfect form of verbs in contrast to the past tense
	Revisit		Revisit		Revisit	
	Sentence structures: words, phrases and clauses	Using and punctuating direct speech Word classes: pronouns	Sentence structures: words, phrases and clauses	Using familiar punctuation correctly: commas for lists, apostrophes for contracted forms and the possessive (singular)	Using expanded noun phrases to describe and specify Word classes: adjectives, determiners	Using the present and past tenses correctly including the progressive form

YEAR 5	Introduce		Introduce		Introduce	
	Using the perfect form of verbs to mark relationships of time and cause (past perfect)	Using expanded noun phrases to convey complicated information concisely.	Using modal verbs or adverbs to indicate degrees of possibility	Using relative clauses beginning with who , which , where, when, whose, that or using an implied (i.e. omitted) pronoun	Using the perfect form of verbs to mark relationships of time and cause (future perfect)	Using relative clauses beginning with who, which, where , when , whose , that or using an implied (i.e. omitted) pronoun Using brackets, dashes or commas to indicate parenthesis
	Practise		Practise		Practise	
		Using the perfect form of verbs to mark relationships of time and cause (past perfect)	Using expanded noun phrases to convey complicated information concisely	Using modal verbs or adverbs to indicate degrees of possibility.	Using the perfect form of verbs to mark relationships of time and cause (past perfect)	Using relative clauses beginning with who , which , where, when, whose, that or using an implied (i.e. omitted) pronoun
	Revisit		Revisit		Revisit	
	Using the present perfect form of verbs in contrast to the past tense (Y3/4) Using the present and past tenses correctly, including the progressive form (Y2)	Using expanded noun phrases to describe and specify (Y2)	Using and punctuating direct speech (Y3/4)	Using fronted adverbials (Y3/4) Using commas after fronted adverbials (Y3/4)	Using the present perfect form of verbs in contrast to the past tense (Y3/4)	Using subordination and co-ordination (Y2) Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4)

YEAR 6	Introduce		Introduce		Use assessment to identify key areas that may need revisiting.	<p>Practise:</p> <p>Recognising vocabulary structures that are appropriate for formal speech and writing, including subjunctive form.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>
	Using relative clauses beginning with who, which, where, when, whose, that or using an implied (i.e. omitted) pronoun	Using passive verbs to affect the presentation of information in a sentence Using hyphens to avoid ambiguity	Using the perfect form of verbs to mark the relationships of time and cause (perfect progressive forms) Using semi-colons, colons or dashes to mark boundaries between independent clauses	Recognising vocabulary structures that are appropriate for formal speech and writing, including subjunctive form Using a colon to produce a list Punctuating bullet points consistently		
	Practise		Practise			
	Using expanded noun phrases to convey complicated information concisely Using brackets, dashes or commas to indicate parenthesis		Using the perfect form of verbs to mark the relationships of time and cause (past and future perfect)	Using semi-colons, colons or dashes to mark boundaries between independent clauses Using passive verbs to affect the presentation of information in a sentence		
Revisit		Revisit				
Using fronted adverbials (Y3/4) . Using commas after fronted adverbials (Y3/4) .	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3/4) .					