

KS2 Grammar Programme

AUTUMN 1		
WEEK	CONCEPT	Additional information
1	subject & object	
2	active & passive	
3	synonym & antonym	Include difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> is synonymous with <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>]
4	adverbials	adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
5	the use of subjunctive	Forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech.
6	parenthesis, brackets, dashes	
AUTUMN 2		
1	KS2 SPaG test: Punctuation & Grammar elements.	Address common errors and misconceptions.
2	Question tags	<i>Don't you? Shouldn't we? etc.</i>
3	modal verbs	Indicating degrees of possibility with modal verbs [for example, <i>might, should, will, must</i>] Also using adverbs [for example, <i>perhaps, surely</i>]
4	relative pronouns	
5	relative clause	beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun.
6	KS2 SPaG test: Punctuation & Grammar elements.	
SPRING 1		
WEEK	CONCEPT	Additional information
1	noun	Address common errors and misconceptions; Proper noun; Common noun; Collective noun; Abstract noun
2	Suffixes (also addressed in Spelling sessions)	Converting nouns or adjectives into verbs using suffixes [for example, – <i>ate</i> ; – <i>ise</i> ; – <i>ify</i>]
3	Verb prefixes (also addressed in Spelling sessions)	[for example, <i>dis–, de–, mis–, over– and re–</i>]
4	Connectives	(conjunctions); Subordinating connectives
5	determiners & articles	An article is always used with and gives some information about a noun. There are three articles: a, an and the Examples: the chair; a table; an elephant. *There is sometimes confusion about whether to use a or an . The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an ; if a word begins with a consonant sound, you should use a . Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]
6	fronted adverbials	
SPRING 2		
1	plural Vs. possessive 's'	

To ensure consolidation, the programme will be followed in Years 5 and 6.

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2	pronoun	Singular pronouns are used to refer to one person or thing. E.g: I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its Plural pronouns are used to refer to more than one person or thing. E.g: we, they, us, them, ours, yours, theirs; possessive pronoun
3	paragraph	
4	noun phrases	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
5	Standard English forms for verb inflections	instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
6	KS2 SPaG test: Punctuation & Grammar elements.	

SUMMER 1		
WEEK	CONCEPT	Additional information
1	preposition	
2	conjunction	
3	subordinate clause	
4	adjective	An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun. An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened ; the dog was very fierce). Interrogative ('asking') adjectives e.g.: What? Which? ... They are used to ask questions about a noun; Possessive adjectives e.g: my, our, their, his, your ... Possessive adjectives show ownership; adjectives of number or quantity e.g. much, more, most, little, some, any, enough ... These answer the question: How much?; Demonstrative ('pointing-out') adjectives e.g: this, that, these, those... Demonstrative adjectives answer the question: Which?
5		
6	Auxiliary verb	A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb to be and the verb to have . These 'helping' verbs are called auxiliary verbs and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. <u>Examples:</u> I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
SUMMER 2		
1	Adverb	Adverb or Adjective? Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i> . If they answer the questions: How? When? Where? or Why? – they are

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		<p>adverbs.</p> <p>If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u> Life is hard. (adjective) Kim works hard. (adverb) The train arrived early. (adverb) I took an early train. (adjective)</p>
2	Singular & Plural	<p>Most nouns are made into plurals by adding <i>-s</i>:</p> <p>Three bike<u>s</u></p> <p>Some nouns ending in <i>-o</i> are made into plurals by adding <i>-es</i>:</p> <p>Two mango<u>es</u></p> <p>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding <i>-es</i>:</p> <p>Ten dress<u>es</u></p> <p>For words ending in a vowel and then <i>-y</i>, just add <i>-s</i>:</p> <p>Eight turkey<u>s</u></p> <p>For words ending in a consonant and then <i>-y</i>, change <i>-y</i> to <i>-i</i> and add <i>-es</i>:</p> <p>Five flie<u>s</u></p> <p>Most nouns ending in <i>-f</i> or <i>-fe</i> change to <i>-ves</i> in the plural:</p> <p>Six halve<u>s</u></p>
3	Phrases & Clauses	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> 1. A main clause (makes sense on its own) e.g.: Sue bought a new dress. 2. A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning) <p>E.g.: Sue bought a new dress when she went shopping. *'when she went shopping' is the subordinate clause as it would not make sense without the main clause.</p> <p>A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain</p>
4	Types of Sentence	<p>Declarative sentence (statement); Interrogative sentence (question); Imperative sentence (command)</p>
5	Prepositions	<p>These are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else. Other examples of prepositions include: <i>up, across, into, past, under, below, above</i> ... There can also be prepositions of time.</p>
6	End of Year testing	

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**.

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