

# Progression of Grammatical knowledge and Skills at Thameside



## Foundation Stage

Punctuation.	Sentence	Phrases and Clauses	Parts of Speech.
(FS) Begin to use <b>full stops</b> accurately.	(FS) Orally rehearse a sentence.	(FS) Use 'and' to join 2 simple sentences.	(FS) <b>Singular and Plural</b>
(FS) Recognise <b>question marks</b>	(FS) Write a simple <b>sentence/caption</b>		(FS) <b>Pronouns</b>
(FS) Use <b>capital letters</b> for the <b>personal pronoun "I"</b> , for names and for the first word in a sentence.			(FS) Understand and use the term <b>adjective</b>
(FS) Begin to identify other common uses of <b>capitalisation</b> e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.			
 <b>Capital letter, pronoun, word, singular, plural, sentence punctuation, full stop, question mark, adjective</b>			

## Year 1

Punctuation.	Sentence	Phrases and Clauses	Parts of Speech.
(Y1) Understand and use <b>full stops</b> accurately.	(Y1) Know how words can combine to make sentences.	(Y1) Use 'and' to join 2 simple sentences.	(Y1) <b>Singular and Plural</b>
(Y1) Add <b>question marks</b> to questions.	(Y1) Use finger spaces to separate words.		(Y1) <b>Pronouns</b>
(Y1) Add <b>exclamation marks</b> to sentences.	(Y1) Re-read their own writing and check whether it makes sense.		(Y1) Understand and use the term <b>adjective</b>
(Y1) Use <b>capitalisation letters</b> for the <b>personal pronoun "I"</b> , for names and for the first word in a sentence.			(Y1) Understand and use the term <b>verb</b>
(Y1) Understand other common uses of <b>capitalisation</b> e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.			
(Y1) Read aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.		.	.
 Capital letter, pronoun, word, singular, plural sentence punctuation, full stop, question mark, adjective, <b>exclamation mark, verb, noun</b>			

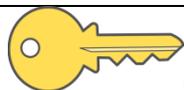
## Year 2

Punctuation.	Sentence	Phrases and Clauses	Parts of Speech.
(Y2)Use <b>capitalisation</b> for other purposes e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.	(Y2)Identify and write a <b>statement</b> .	(Y2)Understand and use <b>noun phrases</b> .	(Y2)Understand and use the term <b>verb</b>
(Y2)Understand and use <b>full stops</b> accurately.	(Y2)Identify and write a <b>command</b> .	(Y2)Understand and use <b>simple clauses</b> .	(Y2)Understand and use the term <b>verb tense</b> (past and present).
(Y2)Understand and use <b>commas</b> for lists.	(Y2)Identify and write an <b>exclamation</b> .	(Y2)Understand and use <b>subordination</b> (when, if, that, because,)	(Y2)Understand and use the term <b>adjective</b> .
(Y2)Understand and use <b>exclamation marks</b> to denote strong emotion.	(Y2)Turn statements into questions , learning a range of 'wh' words, typically used to open questions: what, where, when, who,	(Y2)Understand and use <b>co-ordination</b> (or, and, but)	(Y2)Understand and use the term <b>noun</b> .
(Y2)Understand and use <b>question marks</b> .			(Y2)Understand and use the term <b>adverb</b> : describing words for verbs or doing words.
(Y2)Understand and use <b>apostrophes</b> for contracted forms.		.	(Y2)Understand the need for grammatical agreement, matching <b>verbs to nouns/pronouns</b> . E.g. I am; the children are.
(Y2)Identify <b>speech marks</b> in reading, understand their purpose and use the term correctly.			
(Y2)Read aloud with intonation and expression appropriate to the grammar and punctuation. (sentences, speech marks, commas, exclamation marks).			
 Capital letter, pronoun, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, verb, noun, adjective question, <b>noun phrase statement, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</b>			

## Year 3

Punctuation.	Sentence Types	Phrases and Clauses	Parts of Speech.	Standard English
(Y3)Understand and use <b>full stops</b> accurately.	(Y3)Identify and write a <b>statement</b> .	(Y3)Understand and use <b>noun phrases</b> .	(Y3)Understand and use the term <b>adverb</b> .	(Y3)Ensure grammatical agreement in speech and in writing of pronouns and verbs, e.g. I am, we are.
(Y3)Understand and use <b>capital letters</b> accurately.	(Y3)Identify and write a <b>question</b> .	(Y3)Understand and use <b>simple clauses</b> .	(Y3)Understand and use the term <b>adverbial</b> .	
(Y3)Understand and use <b>commas</b> for lists.	(Y3)Identify and write an <b>exclamation</b>	(Y3)Understand and use <b>co-ordination</b> (or, and, but).	(Y3)Understand and use the term <b>possessive pronoun</b> .	
(Y3)Understand and use <b>question marks</b> .	(Y3)Turn statements into <b>questions</b> , learning a range of <b>'wh' words</b> , typically used to open questions: what, where, when, who,	(Y3)Understand and use a <b>subordinate clause</b> .	(Y3)Understand and use the term <b>conjunction/connective</b> (when, after, while, because).	
(Y3)Understand and use <b>exclamation marks</b> to denote strong emotion.		(Y3)Show relationships of time, reason and cause through <b>subordination and connectives</b> ; when, if, because, although.	(Y3)Understand and use <b>prepositions</b> – spatial.	
(Y3)Understand and use <b>apostrophes</b> for contracted forms.			(Y3)Understand and use <b>determiners</b> .	
(Y3)Understand and use the term <b>"comma"</b> appropriately and to understand the function of commas in sentences through: noting where commas occur in reading and discussing their functions in helping the reader			(Y3)Use the term <b>"adjective"</b> appropriately and understand the function of adjectives in sentences through: Identifying adjectives in shared reading. Discussing and defining what they have in common i.e.	

<p>to become aware of the use of commas in marking grammatical boundaries within sentences.</p>			<p>words which qualify nouns. Experimenting with deleting and substituting adjectives and noting the effects on meaning. Collecting and classifying adjectives, e.g. for colours, sizes, moods. Experimenting with the impact of different adjectives</p>	
<p>(Y3) Understand and use <b>possessive apostrophes</b>.</p>			<p>(Y3) Use the term <b>"verb"</b> appropriately and understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them. Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat. Understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do.</p>	
<p>(Y3) Punctuate direct <b>speech – speech marks</b>.</p>			<p>(Y3) Understand and use fronted adverbials, followed by a comma. e.g. Slowly, she turned the page.</p>	



Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, adjective, verb, **simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive pronoun, conjunction, connective, preposition, determiner, prefix**

## Year 4

Punctuation.	Sentence Types	Phrases and Clauses	Parts of Speech.	Standard English
(Y4)Use <b>commas</b> after <b>fronted adverbials</b> . E.g. occasionally, she comes to my house.	(Y4)Use and understand <b>expanded noun phrases</b> . The fluttering, blue butterflies... The over active dog... The shabby and dirty house... continuing to 'The old man who lived on the hill...' 'The ancient book I had lost...	(Y4)Use <b>commas, connectives and full stops</b> to join and separate <b>clauses</b> and effectively in their own writing.	(Y4)Understand and extend knowledge and understanding of <b>adverbs</b> through: Identifying common adverbs with ly suffix and discussing their impact on sentences. Noticing where they occur in sentences and how they are used to qualify the meaning of verbs. Collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly. Investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ....ly Use adverbs with greater discrimination in own writing.	(Y4)Ensure <b>grammatical agreement</b> in speech and in writing of pronouns and verbs, e.g. I am, we are. Year
(Y4)Use <b>commas</b> to mark grammatical boundaries within sentences. (Link this to work on editing and revising own writing)	(Y4)Adapt sentence construction to different text types, purposes and readers.	(Y4)Understand and use a <b>subordinate clause</b> .	(Y4)Understand and use <b>adverbs of time</b> : Now, First, Last, Early, Yesterday, Tomorrow, Today, Later, Regularly, Often, Never, Monthly, Always, Usually	
(Y4)Punctuate direct speech using <b>commas</b> and <b>speech marks</b> .		(Y4)Show relationships of time through <b>subordination</b> and <b>connectives</b> : next, then, later, before, since, lastly, finally, after, meanwhile	(Y4)Understand and use <b>adverbs of cause</b> : as, as a result of, because, although, even though, in order to, on account of, so that, since, as long as, due to, in as much as	
(Y4)Use <b>apostrophes</b> to mark possession through: Identifying <b>possessive apostrophes</b> in reading and to whom or what they refer. Understanding the basic rules for apostrophising		(Y4)Show relationships of reason and cause through <b>subordinating connectives</b> ; when, if, because, although, so, then, because, as, if, thus,	(Y4)Understand and use the term <b>pronoun</b> for clarity and to avoid ambiguity and to understand the function of pronouns in sentences through: noticing in speech and reading how they stand in place of nouns; substituting pronouns for	



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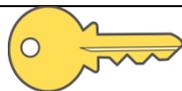
All children have the right to an education. **Article 28** The purpose of education is to develop every child's personality, talents and mental and physical abilities. **Article 29** Education should prepare children to live responsibly and peacefully in a free society. **Article**

<p>singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for <b>irregular plural nouns</b> e.g. children's playground. Distinguishing between uses of the apostrophe for <b>contraction</b> and <b>possession</b>.</p>		<p>unless, whether, for, besides, anyway, therefore, consequently</p>	<p>common and proper nouns in own writing; distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using <b>pronouns</b> in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: he, she, they, etc.,</p>	
<p>(Y4)Identify <b>semi colons</b> and respond to them appropriately in reading.</p>		<p>(Y4)Understand and use <b>fronted adverbials</b>.</p>	<p>(Y4)Understand and use the term <b>noun</b> for clarity and to avoid ambiguity.</p>	
<p>(Y4)Identify <b>colons</b> and respond to them appropriately in reading.</p>			<p>(Y4)Understand and use the term <b>adverbial</b>.</p>	
<p>(Y4)Identify <b>hyphens</b> and respond to them appropriately in reading.</p>			<p>(Y4)Understand and use <b>prepositions of time</b>: at, on, in, for</p>	
			<p>(Y4)Understand and use <b>prepositions of place</b>: at, on, in, near, across, beneath, between.</p>	
			<p>(Y4)Understand and use <b>prepositions of cause</b>: for, from, through, because of, on account of</p>	
			<p>(Y4)Understand and use <b>determiners/articles</b>.</p>	
			<p>(Y4)Use the term "<b>adjective</b>" appropriately and understand the function of adjectives in sentences through: Identifying adjectives in shared reading. Discussing and defining what they have in common i.e. words which qualify nouns. Experimenting with deleting and substituting adjectives and noting the effects on meaning. Collecting and classifying adjectives, e.g. for colours, sizes, moods. Experimenting with the impact of different</p>	

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			adjectives through shared writing.	
			(Y4)Use the term “ <b>verb</b> ” appropriately and understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble	
			(Y4)Understand the differences between verbs in the <b>1st, 2nd, and 3rd person</b> , e.g. I/we do, you do, he/she/does, they do, through	
			(Y4)Understand and use <b>perfect verbs</b> for time or cause: Present: has _____ (verb, eg has done) Past: had _____ (verb, eg had done) Future: Will have _____ (verb eg will have done)	
			(Y4)Extend knowledge, understanding and use of <b>expressive and figurative language</b> in stories and poetry through: Constructing <b>adjectival phrases</b> Examining <b>comparative and superlative adjectives</b> Comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold ) Relating them to the suffixes which indicate degrees of intensity (e.g. – ish, - er, - est). Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most)	



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## Year 5

Punctuation.	Sentence Types	Word Structure	Parts of Speech.	Standard English
(Y5)Understand the need for punctuation as an aid to the reader. E.g. <b>commas</b> to mark grammatical boundaries; a <b>colon</b> to signal, e.g. a list.	(Y5)Investigate <b>clauses</b> through: Identifying the main clause in a long sentence. Investigating sentences which contain more than one clause examples of subjunctive clauses.	(Y5)Use <b>affixes</b> to convert word classes.	(Y5)Understand and use <b>modal verbs or adverbs</b> (can, could, may, might, must, shall, should, will, would 'It can be hard to...' 'You could ask someone...' 'She may be likely to...')	(Y5)Understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of <b>double negatives</b> avoidance of non-standard <b>dialect</b> words
(Y5)Use <b>commas</b> to clarify meaning/avoid ambiguity.	(Y5)Understand how <b>clauses</b> are connected (e.g. by combining 3 short sentences into 1).	(Y5)Use <b>affixes</b> to change meanings.	(Y5)Understand and use <b>adverbs</b> . (perhaps, surely).	
(Y5)Use <b>commas</b> to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing.	(Y5)Understand and use <b>relative clauses</b> : who, which, where, why, whose, that, used as connectives to link in a clause.		(Y5)Understand and use <b>adverbs</b> for cohesion.	
(Y5)Understand and use <b>parenthetical brackets</b> .	(Y5)Understand and use a <b>subjunctive clause</b> . the use of a 'that...' clause and a conditional 'if...' clause are examples of subjunctive clauses.		(Y5)Understand and use the <b>relative pronoun</b> .	
(Y5)Understand and use <b>bullet points</b> .	(Y5)Understand and use	.	(Y5)Understand and use	



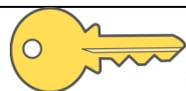
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	<b>conditionals.</b> (if, then, might, could, would)		<b>determiners/articles*</b> Often a noun needs a word in front of it to make the grammar correct. The most common <b>determiners</b> are 'a', 'an' and 'the'.	
(Y5)Understand and <b>use semi colons.</b> (In its simplest form, as an alternative to a full stop), e.g. I like chocolate; chocolate may be one of the most unhealthy foods on the planet.	(Y5)Investigate word order by examining how far the order of words in sentences can be changed: Which words are essential to meaning Which can deleted without damaging the basic meaning. Which words or groups of words can be moved into a different order. Identify and understand semantic cohesion. Identify and understand grammatical cohesion.		(Y5)Identify, understand and use <b>synonyms.</b>	
(Y5)Understand and use <b>colons.</b> (In its simplest form, to use a colon before a list).			(Y5)Understand and use the term " <b>preposition</b> " appropriately and to understand the function of prepositions in sentences through: Searching for, identifying and classifying a range of prepositions Experimenting with substituting different prepositions and their effect on meaning.	
(Y5)Understand the difference between <b>direct and reported speech</b> (e.g. She said, " I am going " and She said she was going ) e.g. through Finding and comparing examples			(Y5) Extend knowledge, understanding and use of verbs, focussing on: Tenses: past, present, future; investigating how different tenses	

<p>from reading. Discussing contexts and reasons for using particular forms and their effects. Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.</p>			<p>are formed by using <b>auxiliary verbs</b> e.g. have, was, shall, will Forms: active, interrogative, imperative Person: 1st, 2nd, 3rd. Identify and classify examples from reading. Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning. Identify the subject and object in a sentence.</p>	
<p>(Y5)Understand and use <b>hyphens</b>: to sub-divide words where two words are used as one (as in sub-divide) OR to mark boundaries between independent clauses as in 'I laughed – it really was funny.'</p>	<p>(Y5)<b>Subject / verb</b> agreement Grammar: <b>Singular / plural</b> noun / tense of verb match</p>		<p>(Y5)Identify the imperative form in instructional writing and the past tense in recounts. Can children use this awareness when writing for these purposes.</p>	
<p>(Y5)Understand and use <b>parenthetical dashes</b>.</p>				



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## Year 6

Punctuation.	Sentence Types	Word Structure	Parts of Speech.	Standard English
(Y6)Understand and use <b>hyphens</b> .	(Y6)Understand and use the terms “ <b>active</b> ” and “ <b>passive</b> ” when referring to <b>verbs</b> , and to be able to apply their knowledge in their own writing Transform a sentence from active to passive and vice-versa. To note and discuss how changes from active to passive affect the word order and sense of a sentence. To investigate further the use of active and passive verbs. To know how sentences can be re-ordered by changing from one to the other. To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator.	(Y6)Identify and understand <b>formal vocabulary</b> .	(Y6)Become aware of <b>conditionals</b> through: Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition. Using these forms to construct sentences which express, e.g. possibilities, hypotheses.	(Y6)Understand the basic conventions of <b>standard English</b> and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of double negatives avoidance of non-standard dialect words
(Y6)Understand and use <b>semi colons</b> .	(Y6)Understand the term ‘ <b>impersonal voice</b> ’ and be able to write in this style.	(Y6)Identify and understand <b>informal vocabulary</b> .	(Y6)Exploring the use of <b>conditionals in past and future</b> , experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future).	
(Y6)Understand and use <b>colons</b> .	(Y6)Understand the features of <b>informal sentences</b> .			
(Y6)Understand and use	(Y6)Understand the features of <b>formal</b>			



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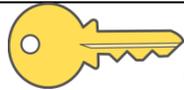
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<p><b>dashes.</b></p>	<p><b>language</b>, including the <b>subjunctive</b> through, Collecting and analysing examples, discussing when and why they are used</p> <p>Noting the conventions of the language, e.g. use of <b>the impersonal voice, imperative verbs, formal vocabulary</b></p> <p>Collecting typical words and expressions, e.g. "Those wishing to ...", "hereby ...", "forms may be obtained ...."</p>			
<p><b>(Y6)Understand and use an ellipsis.</b></p>	<p>(Y6)Revise the language conventions and grammatical features of the different types of text such as:</p> <p>Narrative (e.g. stories and novels)</p> <p>Recounts (e.g. anecdotes, accounts of observations, experiences)</p> <p>Instructional texts (e.g. instructions and directions) Reports (e.g. factual writing, description)</p> <p>Explanatory texts (how and why)</p> <p>Persuasive texts (e.g. opinions and promotional literature) Discursive texts (e.g. balanced arguments)</p>			
<p><b>(Y6)Understand and use bullet points.</b></p>	<p>(Y6)Investigate connecting words and phrases:</p> <p>Collect examples from reading and thesauruses.</p> <p>Study how points are typically connected in different kinds of text.</p> <p>Classify useful examples for different kinds of text – for example, by position ( besides, nearby, by ); sequence ( firstly, secondly ); logic ( therefore, so, consequently ).</p> <p>Identify connectives which have multiple</p>			

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	purposes (e.g. on, under, besides).			
	(Y6)Identify, understand and form <b>complex sentences</b> through, Using different connecting devices. Reading back complex sentences for clarity of meaning, and adjusting as necessary. Evaluating which links work best. Identifying <b>main clauses</b> . Using appropriate punctuation.			
	(Y6)Secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.			
	(Y6)Identify the <b>subject</b> in sentences.			
	(Y6)Identify the <b>object</b> in sentences.			
	(Y6)Understand and use the term <b>elision</b> . The omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase.			



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## GLOSSARY OF LITERACY TERMS

<b>Active voice</b>	An active verb has its usual pattern of subject and object (in contrast with the passive).
<b>Adjective</b>	A word or phrase which is added or linked to a noun to describe or modify it. It may come before or after the noun – the red dress/the dress was red.
<b>Adverb</b>	A word or phrase which describes or modifies a verb. Many adverbs have a suffix –ly: happily, quickly.
<b>Alliteration</b>	A phrase where adjacent or closely connected words begin with the same phoneme (sound/letter) eg several silent, slithering snakes
<b>Apostrophe</b>	A punctuation mark indicating: Contraction: two words shortened into one eg do not = don't, can not= can't Possession: Applied to all possessives marked by s, except its. Eg the girl's frock (belonging to the girl)
<b>Article</b>	The articles the (definite) and a or an (indefinite) are the most common type of determiner.
<b>Clause</b>	Distinct part of a sentence including a verb.
<b>Colon</b>	A punctuation mark used to introduce: a list, a quotation or a second clause which expands or illustrates the first: he was very cold: the temperature was below zero.
<b>Comma</b>	Punctuation mark marking the relationship between parts of a sentence, or used to separate items in a list.
<b>Compound Word</b>	A word made up of two other words: football, headrest.
<b>Conjunction</b>	A word used to link sentences or clauses or to connect words within the same phrase.
<b>Connective</b>	Words and phrases used to link different parts of a text.
<b>Determiner</b>	A <b>determiner</b> is a word that introduces a noun, such as a/an, the, every, this, those, or many (as in a cat, the cat, this cat, those cats, every cat, many cats).
<b>Dialogue</b>	A conversation between two parties, may be spoken or written.
<b>Ellipsis . . .</b>	This signifies a place where something has been omitted, or there is a pause or interruption. The dots which mark this



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	are called ellipsis. Empathy Identifying with another, the ability to see situations from the other point of view.
<b>Exclamation Mark</b>	Punctuation mark used at the end of a sentence to indicate great emotion, such as joy or anger.
<b>Finite verb</b>	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.
<b>Fronted</b>	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.
<b>Grapheme</b>	Written representation of a sound, may consists of one or more letters.
<b>Homograph</b>	Word with same spelling as another, but different meaning eg a lead pencil/the dog's lead.
<b>Homophone</b>	Words which sound the same but have different meaning or spelling eg right/write/rite.
<b>Hyphen</b>	A punctuation mark which links two words or parts of words.
<b>Imperative</b>	A sentence which constitutes a request/command for action eg Get me a drink.
<b>Infinitive</b>	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. walk, be). Infinitives are often used: after to after modal verbs.
<b>Inflection</b>	When we add -ed to walk, or change mouse to mice, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding -er to walk produces a completely different word, walker, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.
<b>Main clause</b>	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.
<b>Metaphor</b>	Where the writer writes about something as if it were really something else.



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<b>Modal verbs</b>	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought. A modal verb only has finite forms and has no suffixes (e.g. I sing ? he sings, but not I must - he musts). I
<b>Noun phrase</b>	A noun phrase is either a single noun or pronoun or a group of words containing a noun or a pronoun that function together as a noun or pronoun as the subject or object of EG: John was late.
<b>Onomatopoeia</b>	Words which echo sounds associated with meaning eg clang, hiss, and crash.
<b>Passive</b>	The sentence It was eaten by our dog is the passive of Our dog ate it. A passive is recognisable from • the past participle form eaten • the normal object (it) turned into the subject • the normal subject (our dog) turned into an optional preposition phrase with by as its head • the verb be(was), or some other verb such as get. Contrast active. A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.
<b>Personification</b>	A form or metaphor in which language relating to human action eg the weather is smiling at us today.
<b>Phoneme</b>	The smallest unit of sound in a word.
<b>Preposition</b>	A preposition is a word such as <i>after, in, to, on, and with</i> . Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.
<b>Present tense</b>	Verbs in the past tense are commonly used to: • talk about the past • talk about imagined situations • make a request sound more polite. Most verbs take a suffix –ed, to form their past tense, but many commonly-used verbs are irregular
<b>Prefix</b>	Added to the beginning of a word to change its meaning eg inedible, infinite.
<b>Pronouns</b>	A word used instead of a preceding noun or noun phrase to improve writing by reducing repetition eg Peter is a good reader, he especially enjoys the action books.
<b>Question Mark</b>	Punctuation mark used at the end of a sentence to denote a question.
<b>Semi-Colon ;</b>	A punctuation mark used to separate phrases or clauses in a sentence.
<b>Simile</b>	The writer creates an image in readers minds by comparing a subject to something else eg as strong as an ox.



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<b>Subordinate clause</b>	A <u>clause</u> which depends on a <u>main clause</u> for its meaning. Together with a main clause, a subordinate clause forms part of a longer sentence.
<b>Subject</b>	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is: • just before the verb in a statement • just after the auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. I am, you are).
<b>Suffix</b>	Added to the end of a word.
<b>Verb</b>	Word/group of words which names an action or state of being