

Progression of Grammatical Terms

Teachers should explicitly and accurately use the terminology from their own year group and those preceding it. This terminology should be standardised across the school to ensure that the children receive consistency and can build upon pre-existing knowledge each year. For this reason, please do not use alternative, informal terms for grammatical features.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	Reviewing and consolidating Year 1 terms Noun Noun phrase (& expanded) Statement Question Exclamation Command Compound Adjective Verb Suffix Adverb Tense (past & present) Apostrophe Comma	Reviewing and consolidating Year 1-2 terms Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Vowel sound Inverted commas	Reviewing and consolidating Year 1-3 terms Determiner Pronoun Possessive pronoun Adverbial (fronted)	Reviewing and consolidating Year 1-4 terms Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Ambiguity Subjunctive	Reviewing and consolidating Year 1-5 terms Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points
Coherence In terms of writing, at both a sentence and text level, KS1 children should be focusing on developing coherence. They should be constantly asking themselves, <i>"Does it make sense?"</i> . Children should be re-reading their own work and the work of others to ensure this. This term should be used frequently and explicitly in Y1 and Y2 teaching. Children should understand and use the term as it reflects a key focus in their writing.		Cohesion In terms of writing, at both a sentence and text level, KS2 children should be focusing on developing cohesion. They should be constantly asking themselves, <i>"Does it flow together?"</i> . This applies both within and across sentences and paragraphs. Cohesive devices may include the use of use of pronouns to avoid repetitive use of proper nouns, fronted adverbials to sequence events, topic sentences to open paragraphs etc. This term should be used frequently and explicitly in Y3, Y4, Y5 and Y6 teaching. Children should understand and use the term as it reflects a key focus in their writing.			