

GRAMMATICAL SKILLS

Year 2	Statements
	Begins with a CL
	Can end with a FS or an EM depending on how it should be read
	Communicates a fact or an opinion – an internal thought
	Exclamations
	Begin with 'What' or 'How' (capitalised)
	Share a strong thought/opinion
	Punctuate with an exclamation mark
	Commands
	Begin commands with imperative verbs (capitalised)
	Include specific phrases (noun phrases, prepositional phrases)
	Write commands in chronological order
	Punctuate commands with a full stop at the end of the sentence
	Questions
	Begin questions with question stem words
	Use second person pronouns to connect with the reader/the person who needs to answer the question
	Ensure the rest of the clause demands a response from the reader
	Punctuate the end of questions with a question mark
	Expanded Noun Phrases
	Use a suitable determiner before the noun
	Use two appropriate adjectives to describe the noun and separate with a comma
	Use the structure: determiner adjective, adjective noun
	Use the determiner 'with' after the noun and add further description with an adjective and a noun
	Commas in a list
	Understand that a list is a series of information
	Understand that commas are used between items in a list in order to separate them
	Use the conjunction 'and' between the final two items in the list
	Remember that a comma is never needed before a conjunction
	New VGP Learning: Co-ordinating conjunctions (and, or, but)
	Understand that coordinating conjunctions are used to join two main clauses
	Understand that a main clause must contain a noun and a verb
	Understand that the coordinating conjunction 'and' shows two things happening at once
	Understand that the coordinating conjunction 'or' shows two choices
	Understand that sentences using the coordinating conjunction 'or' needs to include vocabulary (a modal verb) to show choice, such as 'would', 'could', 'should' or 'will'.
	Understand that the coordinating conjunction 'but' shows one positive sentence and one negative sentence

	Subordinate conjunctions (because, when, if, that)
	Understand that sentences with a subordinate clause share more than one bit of information
	Understand that information in the subordinate clause is less important than the information in the main clause
	Understand that subordinate clauses directly relate to the verb of the main clause
	Begin a subordinate clause with a subordinate conjunction
	Ensure that subordinate clauses include a verb
	Ensure that pronouns are used in the subordinate clause instead of repeating the same nouns
	Punctuate the end of the subordinate clause because this is the end of the sentence
	Use the subordinating conjunction 'because' to give an explanation/reason for the main clause in the subordinate clause
	Use the subordinating conjunction 'if' to show a cause and effect
	Use the subordinating conjunction 'when' to show that the main clause happens at the same time or during the time of the subordinate clause
	Use the subordinating conjunction 'that' to give more information about the noun or the verb
	Adverbs using -ly suffix
	Understand that the verb in a sentence is an action, having or being word.
	Understand that adverbs can be used to describe the verb
	Understand that adverbs are made by choosing an adjective and putting the suffix 'ly' on the end
	Understand that adverbs can come directly before or directly after the verb
	Understand that adverbs that end with the 'ly' suffix describe how (manner) the verb was performed
	Progressive form of verbs in the past tense
	Recall information about the simple past tense using the past participle 'ed'
	Understand that the helper verb (auxiliary verb) 'was' can be used to help with tense
	Understand that when we use the helper verb (auxiliary verb) 'was', we need to use the suffix 'ing' instead of the past participle 'ed'
	Understand that the suffix 'ing' shows that the verb is progressive (it was happening)
	Progressive form of verbs in the present tense
	Remember that the present tense means that it is happening currently
	Understand that the helper verb (auxiliary verb) 'is' can be used to help with present tense
	Understand that when we use the helper verb (auxiliary verb) 'is', we need to use the suffix 'ing' at the end of the verb
	Understand that the suffix 'ing' shows that the verb is progressive (it is happening)
	Apostrophes the mark singular possession in nouns
	Recognise that apostrophes can be used for two different purposes
	Recognise that when apostrophes are used for possession, they are showing that the subject (most important noun) of the sentence owns the object (another less important noun)
	Recognise that singular nouns show that there is only one of the noun
	Show possession by using an apostrophe directly after the subject (main noun)
	Use an s directly after the apostrophe

Year 3	Direct speech to open a sentence
	Open speech with inverted commas (speech marks)
	Use a capital letter to begin speech
	Include all of what the character has to say in the speech
	Close speech with punctuation – a comma instead of a full stop, a question mark for a question or an exclamation mark
	Use inverted commas (speech marks) to close speech
	Continue the sentence with a verb and the noun (synonym for said and the name of the character who spoke)
	Expressing Place using Prepositions (below, after, during, etc)
	Understand that prepositions can be used to show where the verb took place.
	Understand that for a word to be used as a preposition, the information that follows the preposition must be a noun.
	Expressing Time using Conjunctions (since, as, whilst, when, after, before, until = subordination)
	Understand that conjunctions can be used to show time
	Understand that the information that preceeds the conjunction is called a main clause
	Understand that subordinating conjunctions introduce a subordinate clause that cannot stand alone
	Remember that subordinate clauses directly relate to the verb of the main clause
	Begin a subordinate clause with a subordinate conjunction
	Ensure that subordinate clauses include a verb
	Use the subordinating conjunction 'since' to show that two things are happening at once but the second clause denotes the time – the second clause must be in the past tense
	Use the subordinating conjunctions 'as' and 'whilst' to show that two things are happening at once – both clauses need to be written in the same tense
	Use the subordinating conjunction 'when' to show that two things are happening at once but the first thing started first - both clauses need to be written in the same tense
	Use the subordinating conjunction 'after' to show that two events are happening but the first event has to be finished before the second begins - both clauses need to be written in the same tense
	Use the subordinating conjunction 'before' to show that two events are happening but the second event has to be finished before the first begins - both clauses need to be written in the same tense
	Use the subordinating conjunction 'until' to show that two events are happening but the first event finished when the second begins - both clauses need to be written in the same tense
	Expressing Cause and Effect using Conjunctions (for, so, yet = co-ordination / if, since, as, although = subordination)
	Understand that conjunctions can be used to show cause and effect
	Understand that the information that preceeds the conjunction is called a main clause
	Understand that coordinating conjunctions introduce a main clause that can stand alone
	Understand that subordinating conjunctions introduce a subordinate clause that cannot stand alone
	Understand that the 'cause' is what was done (the action) and the 'effect' was what happened (the reaction)
	Understand that coordinating conjunctions show two pieces of information that are of equal importance
	Understand that the coordinating conjunctions 'for' and 'so' can be used to show one event leading to its effect
	Understand that the coordinating conjunction 'yet' can be used to show one event leading to a negative effect

	Understand that the subordinating conjunction 'if' shows the conditional effect first, then the cause
	Understand that the subordinating conjunctions 'since', 'because' and 'as' all show the effect, then the cause
	Understand that the subordinating conjunction 'although' shows a negative cause and effect
	Expressing time with the use of adverbs (today, now, finally, always, constantly, immediately, ever)
	Understand that adverbs do not always end in the -ly suffix
	Understand that adverbs modify the verb to add description
	Understand that adverbs of time (today, now, immediately) express when the verb should happen
	Understand that adverbs of time (finally, always, constantly) express the duration of the verb
	Expressing cause with the use of adverbs (therefore, consequently, thus, as a result)
	Understand that adverbs provide description of the verb
	Understand that adverbs can be used immediately before or after a verb
	Understand that the adverbs 'therefore', 'consequently' 'thus' and 'as a result' all show an effect
	Understand that the best way to use these adverbs is after the word 'and'
	Coordinating conjunctions for formality (for, nor, yet, so)
	Understand that coordinating conjunctions show two pieces of information that are of equal importance
	Understand that the coordinating conjunction 'for' provides a reason for the first clause
	Understand that the coordinating conjunction 'nor' provides two negative statements
	Understand that the coordinating conjunction 'so' provides an effect of the first clause
	Understand that the coordinating conjunction 'yet' provides a contradiction to the first clause

Year 4	New VGP Learning: Punctuation of direct speech
	Understand that direct speech can start or end a sentence
	When direct speech opens a sentence: <ul style="list-style-type: none"> • punctuate the end of speech with a comma, exclamation mark or question mark depending on the sentence type. • then close the speech with speech marks (inverted commas) • write the reporting clause (verb noun e.g. said Bob) • end with a full stop
	When direct speech ends a sentence: <ul style="list-style-type: none"> • begin with the reporting clause (noun verb e.g. Bob said) • punctuate the end of the reporting clause with a comma • open the speech with speech marks (inverted commas) • write the speech with the direct words that were spoken • end the speech with a full stop, exclamation mark or question mark depending on the sentence type • end the speech with a full stop, exclamation mark or question mark depending on the sentence type • punctuate with speech marks (inverted commas)
	Fronted Adverbials of Manner using Adverbs
	Understand fronted adverbials are used to open the sentence
	Understand that fronted adverbials of manner can be used by placing an adverb with the –ly suffix at the start of the sentence
	Understand that the fronted adverbial using an adverb describes how the verb was performed
	Punctuate the end of the fronted adverbial with a comma to separate the fronted adverbial from the main clause
	Fronted Adverbials of manner
	Understand that fronted adverbials can be phrases or clauses
	Understand that clauses must contain a verb
	Understand that phrases do not contain a verb
	Understand that fronted adverbials are used to begin the sentence
	Punctuate the end of the fronted adverbial with a comma
	Use a phrase or clause to express how (the manner) the verb was performed or received (Feeling adj, With a _____,)
	Fronted Adverbials of time and place
	Remember that fronted adverbials are used to open the sentence
	Remember to punctuate the end of the fronted adverbial with a comma to separate the fronted adverbial from the main clause
	Remember that a fronted adverbial of manner describes how the verb was performed
	Remember that fronted adverbials can be phrases or clauses
	Remember that clauses must contain a verb
	Remember that phrases do not contain a verb
	Understand that a fronted adverbial of time describes when the verb was performed
	Understand that fronted adverbials of time can use the subordinate conjunctions ‘as’, ‘since’, ‘whilst’ and ‘when’ to begin

	Understand that a fronted adverbial of place describes where the verb was performed
	Understand that fronted adverbials of place most often begin with a prepositional phrase
	The perfect form of verbs in contrast to the simple past
	Remember that the verb of the sentence determines the tense
	Remember that the simple past uses the past participle and that this is usually written with the suffix –ed at the end of the verb
	Remember that the progressive past includes an auxiliary verb (was) and the suffix –ing at the end of the verb
	Understand that the rule for the perfect form of the past tense is to include the auxiliary verbs ‘had’ or ‘have’ with the past participle form of the verb
	Punctuation of direct speech including speech that is broken by the reporting clause
	Remember that direct speech can start or end a sentence
	Remember that when direct speech opens a sentence: <ul style="list-style-type: none"> • punctuate the end of speech with a comma, exclamation mark or question mark depending on the sentence type. • then close the speech with speech marks (inverted commas) • write the reporting clause (verb noun e.g. said Bob) • end with a full stop
	Remember that when direct speech ends a sentence: <ul style="list-style-type: none"> • begin with the reporting clause (noun verb e.g. Bob said) • punctuate the end of the reporting clause with a comma • open the speech with speech marks (inverted commas) • write the speech with the direct words that were spoken • end the speech with a full stop, exclamation mark or question mark depending on the sentence type • punctuate with speech marks (inverted commas)
	Understand that speech can be interrupted by the reporting clause by doing the following: <ul style="list-style-type: none"> • beginning direct speech with the correct punctuation • choosing an appropriate place to stop in the speech and punctuating with a comma and inverted commas • inserting the reporting clause with a verb that shows more is to come (e.g Bob began) • punctuating the end of the reporting clause with a comma • continuing the direct speech with inverted commas • use a lower case letter as this word is not the start of the speech sentence • end the speech with a full stop, exclamation mark or question mark depending on the sentence type
	New VGP Learning: Adverbs for qualification and precision - degree (e.g. really, very, completely, totally, mostly,) and frequency (e.g. often, sometimes, rarely)
	Remember that adverbs provide information to describe the verb (qualification and precision)
	Remember that adverbs must be placed immediately before or immediately after a verb
	Understand that adverbs of degree show how much the verb was performed or received
	Understand that adverbs of frequency show how often the verb was performed or received
	Fronted adverbials and adverbials of possibility (obviously, without a doubt, surely, definitely, undoubtedly, absolutely, certainly).
	Remember that fronted adverbials are used to open the sentence
	Remember to punctuate the end of the fronted adverbial with a comma to separate the fronted adverbial from the main clause
	Remember that a fronted adverbial modifies the verb

	Remember that fronted adverbials can be phrases or clauses
	Remember that clauses must contain a verb
	Remember that phrases do not contain a verb
	Understand that fronted adverbials of possibility explore how possible or certain the verb is
	Understand that adverbs with an –ly suffix can be used as a fronted adverbial, immediately before the verb or immediately after the verb
	Use ‘obviously’, ‘without a doubt’, ‘surely’ and ‘certainly’ as fronted adverbials
	Use ‘definitely’, ‘undoubtedly’, and ‘absolutely’ as adverbs
	Fronted adverbials and adverbials of degree
	Remember that fronted adverbials are used to open the sentence
	Remember to punctuate the end of the fronted adverbial with a comma to separate the fronted adverbial from the main clause
	Remember that fronted adverbials can be phrases or clauses
	Remember that clauses must contain a verb
	Remember that phrases do not contain a verb
	Understand that a fronted adverbial of degree describes how much the verb was performed
	Understand that the easiest way to use a fronted adverbial of degree is to use an adverb + adjective e.g. completely unprepared
	New VGP Learning: Subordination to start sentences (time – ‘since’, ‘as’ and ‘whilst’)
	Remember that sentences with a subordinate clause share more than one bit of information
	Remember that information in the subordinate clause is less important than the information in the main clause
	Remember that subordinate clauses directly relate to the verb of the main clause
	Begin a subordinate clause with a subordinate conjunction
	Ensure that subordinate clauses include a verb
	Understand that a comma needs to punctuate the end of the subordinate clause when it is at the start of the sentence
	Use the subordinating conjunction ‘since’ to show when the main clause began.
	Use the subordinating conjunctions ‘as’ and ‘whilst’ to show two things happening at once
	New VGP Learning: Subordination to start sentences (if)
	Remember that sentences with a subordinate clause share more than one bit of information
	Remember that information in the subordinate clause is less important than the information in the main clause
	Remember that subordinate clauses directly relate to the verb of the main clause
	Begin a subordinate clause with a subordinate conjunction
	Ensure that subordinate clauses include a verb
	Understand that a comma needs to punctuate the end of the subordinate clause when it is at the start of the sentence
	Use the subordinating conjunction ‘if’ to show that the main clause is conditional – it will only happen if the subordinate clause happens.

Year 5	Relative clauses beginning with <i>who, which, or that.</i>
	Understand that relative clauses are a form of subordinate clause
	Understand that relative clauses are a form of parenthesis using commas to avoid ambiguity
	Understand that the information in a relative clause relates directly to the noun and gives more information to the reader
	Understand that a relative clause needs to come directly after a noun and a comma must be used to punctuate the start
	Understand that the first word of a relative clause is a relative pronoun
	Understand that the relative pronoun 'who' is used to add information to a person
	Understand that the relative pronoun 'which' is used to add information to an object, animal or creature
	Understand that the relative pronoun 'that' is used to add information to an object, animal or creature
	Understand that the relative clause needs to contain a verb
	Understand that a comma needs to punctuate the end of the relative clause when the main clause is continuing (e.g. The girl, who was only small , was sitting on the large chair.)
	Understand that a full stop needs to punctuate the end of the relative clause when the main clause has already finished (e.g. The girl was sitting on the large chair, which was old and faded.)
	Understand that the relative pronoun 'that' does not need to be punctuated with a comma e.g. The girl was sitting on the large chair that was old and faded.)
	Relative clauses beginning with <i>when</i>
	Remember that relative clauses are a form of subordinate clause
	Remember that relative clauses are a form of parenthesis using commas to avoid ambiguity
	Remember that the information in a relative clause relates directly to the noun and gives more information to the reader
	Remember that a relative clause needs to come directly after a noun and a comma must be used to punctuate the start
	Remember that the first word of a relative clause is a relative pronoun
	Understand that the relative pronoun 'when' is used to add information about a time
	Understand that the relative clause needs to contain a verb
	Understand that a comma needs to punctuate the end of the relative clause when the main clause is continuing (e.g. This morning, when the birds were singing , was the most peaceful of my entire life.)
	Relative clauses beginning with <i>where</i>
	Remember that relative clauses are a form of subordinate clause
	Remember that relative clauses are a form of parenthesis using commas to avoid ambiguity
	Remember that the information in a relative clause relates directly to the noun and gives more information to the reader
	Remember that a relative clause needs to come directly after a noun and a comma must be used to punctuate the start
	Remember that the first word of a relative clause is a relative pronoun
	Understand that the relative pronoun 'where' is used to add information about a location
	Understand that the relative clause needs to contain a verb
	Understand that a comma needs to punctuate the end of the relative clause when the main clause is continuing (e.g. The lake, where dragon flies hovered , was glistening in the sunlight.)
	Relative clauses beginning with <i>whose</i>
	Remember that relative clauses are a form of subordinate clause
	Remember that relative clauses are a form of parenthesis using commas to avoid ambiguity
	Remember that the information in a relative clause relates directly to the noun and gives more information to the reader
	Remember that a relative clause needs to come directly after a noun and a comma must be used to punctuate the start
	Remember that the first word of a relative clause is a relative pronoun
	Understand that the relative pronoun 'whose' is used to add information about a persons possession
	Understand that the relative clause needs to contain a verb

	Understand that a comma needs to punctuate the end of the relative clause when the main clause is continuing (e.g. The girl, whose head was filled with curiosity about the world , wandered through the woods.)
	Understand that a full stop needs to punctuate the end of the relative clause when the main clause has already finished (e.g. The only sounds that could be heard in the woods were the footsteps of the girl, whose head was filled with curiosity about the world .)
	Dashes for parenthesis at the end of sentences
	Understand that parenthesis can be a phrase or a clause
	Remember that a phrase does not contain a verb
	Remember that a clause does contain a verb
	Understand that parenthesis acts as an extra bit of information that gives the reader more understanding
	Understand that parenthesis can be punctuated with brackets, commas and dashes and that all three are used for different purposes
	Understand that parenthesis with a dash shows the writers feelings, thoughts or reflections on a topic or provides a really important extra bit of information that is potentially even more important than the main clause (dramatic dash)
	Understand that no punctuation can come directly before a dash
	Understand that no conjunction can come directly before a dash
	Understand that at the end of the parenthesis, a full stop must punctuate the end of the sentence
	Brackets for parenthesis
	Remember that parenthesis can be a phrase or a clause
	Remember that a phrase does not contain a verb
	Remember that a clause does contain a verb
	Remember that parenthesis acts as an extra bit of information that gives the reader more understanding
	Remember that parenthesis can be punctuated with brackets, commas and dashes and that all three are used for different purposes
	Understand that parenthesis with brackets show a fact that relates directly to the noun (basic brackets)
	Understand that no punctuation can come directly before the brackets
	Understand that no conjunction can come directly before the brackets
	Understand that parenthesis with brackets need to: <ul style="list-style-type: none"> begin with a bracket share the fact close with a bracket
	Indicating degrees of possibility using modal verbs (e.g. <i>should, will, must</i>)
	Understand that modal verbs are a form of auxiliary verb
	Remember that auxiliary verbs are used to support the tense of the main verb
	Understand that modal verbs describe how possible or certain something is to happen
	Understand that to be persuasive, modal verbs of certainty should be chosen
	Understand that modal verbs create the future tense
:	Dashes for parenthesis within sentence
	Remember that parenthesis can be a phrase or a clause
	Remember that a phrase does not contain a verb
	Remember that a clause does contain a verb
	Remember that parenthesis acts as an extra bit of information that gives the reader more understanding
	Remember that parenthesis can be punctuated with brackets, commas and dashes and that all three are used for different purposes
	Remember that parenthesis with a dash shows the writers feelings, thoughts or reflections on a topic or provides a really important extra bit of information that is potentially even more important

	than the main clause (dramatic dash)
	Remember that no punctuation can come directly before a dash
	Remember that no conjunction can come directly before a dash
	Understand that when parenthesis with a dash adds information in the middle of a main clause, a dash must be used at the start and the end of the parenthesis