## **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
	Introduce		Introduce		Introduce	
	Extending the range of sentences with more	Using and punctuating direct speech	Using <b>conjunctions</b> , adverbs and	Using conjunctions, adverbs and	Extending the range of sentences with more	Using the present perfect form of verbs in
	than one clause by		prepositions to express	<b>prepositions</b> to express	than one clause by	contrast to the past
	using a wider range of		time and cause	time and cause	using a wider range of	tense
	conjunctions:				conjunctions:	
	when, if, because,				before, after, until,	
	although				once, while	
	Practise		Practise		Practise	
	Using familiar	Using familiar	Extending the range of	Using and punctuating	Indicating possession	Choosing nouns or
	punctuation correctly:	punctuation correctly:	sentences with more	direct speech	by using the possessive	pronouns appropriately
	full stops, capital	commas for lists,	than one clause by		apostrophe with plural	for clarity and cohesion
3	letters, exclamation	apostrophes for	using a wider range of		nouns	and to avoid repetition
YEAR	marks, question marks	contracted forms and	conjunctions:			
YE		the possessive	when, if, because,			
		(singular)	although			
	 Revisit		Revisit		Revisit	
	Using sentences with	Using capital letters for	Using explanded noun	Word classes: nouns,	Using the present	Sentence structures:
	different forms:	the names of people,	phrases to describe	verbs, prepositions	tense and past tense	words, phrase and
	statement, question,	places, the days of the	and specify	verso, prepositions	correctly including the	clauses
	exclamation, command	week and the personal	and speeny		progressive form.	oladoco
	exolamation, command	pronoun I	Word classes:		progressive form	
		p. 0.1.00	adjectives and			
			determiners			

	Introduce		Introduce		Introduce	
	Using fronted	Choosing nouns or	Extending the range of	Using conjunctions,	Indicating possession	Choosing <b>nouns</b> or
	adverbials	pronouns	sentences with more	adverbs and	by using the possessive	pronouns appropriately
		appropriately for clarity	than one clause by	prepositions to express	apostrophe with plural	for clarity and cohesion
	Using commas after	and cohesion and to	using a wider range of	time and cause	nouns	and to avoid repetition
	fronted adverbials	avoid repetition	conjunctions:			
			while, since, as,			
			wherever, whenever,			
			despite			
	Practise		Practise		Practise	
	Extending the range of	Using fronted	Using the present	Choosing nouns or	Using fronted	Using the present
	sentences with more	adverbials	perfect form of verbs in	pronouns appropriately	adverbials	perfect form of verbs in
4	than one clause by		contrast to the past	for clarity and cohesion		contrast to the past
	using a wider range of	Using commas after	tense	and to avoid repetition	Using commas after	tense
YEAR	conjunctions:	fronted adverbials			fronted adverbials	
7	when, if, because,					
	although, before, after,					
	until, once, while					
	Rev	vicit	Revisit		Revisit	
	Sentence structures:	Using and punctuating	Sentence structures:	Using familiar	Using expanded noun	Using the present and
	words, phrases and	direct speech	words, phrases and	punctuation correctly:	phrases to describe	past tenses correctly
	clauses	an est speedin	clauses	commas for lists,	and specify	including the
	0144323	Word classes:	0.0000	apostrophes for	and speeny	progressive form
		pronouns		contracted forms and	Word classes:	p. 68. 635. ve 161111
		p. cc		the possessive	adjectives, determiners	
				(singular)		
				, ,		

	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	
YEAR 5		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 <b>(Y2)</b>	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)

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