

Key Stage 2 Grammar Progression Overview

Introduction

This guidance has been produced to sit alongside the KS2 Languages Progression Overview and Assessment Guidance and to support progression in grammar as required by the National Curriculum for Key Stage 2 Languages. The Key Stage 2 Grammar Progression Overview shows how children can make progress in grammar through their language skills, and begin to develop knowledge and understanding of the grammar of the new language. The main aims of the guidance are to support teachers in planning activities, which build on children's previous learning, and to ensure an appropriate level of challenge in learning about grammar and using different structures more confidently.

The National Curriculum for Key Stage 2 Languages states that children should:

- understand basic grammar appropriate to the language being studied
- understand key features and patterns of the language
- understand (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs
- know how to apply the basic grammar they have learnt, for instance, to build sentences
- know how these patterns and grammar differ from or are similar to English

For each year group in Key Stage 2 there is a Grammar Progression overview, which includes:

- **Knowledge of grammar** - this identifies expectations for each year group to support progression in grammar across the key stage, moving from simple recognition of patterns in Year 3 to more confident active use in Year 6.
- **Teaching and learning examples** - this shows how grammar can be taught, learnt and practised in meaningful contexts with examples of activities across the skills. These examples can be adapted and can be mapped to any scheme of work to support teachers in planning for progression in grammar.
- **Arriving in year...able to** - this describes the likely achievement of children in each year group and in relation to their grammatical knowledge. It helps teachers identify what children can do at the end of each year and to assess whether their pupils are in line with these expectations, exceeding them or below. It also helps to identify gaps when planning for the next stage.

Children can be given opportunities to practice different aspects of grammar in the context of all four language skills and during the course of a range of language learning activities. They can also be given opportunities to talk about language and compare patterns and aspects of grammar with English and other languages. Using the same grammar terminology as that used in English lessons will support children's literacy skills across languages.

Ideas for linking the grammar and patterns of the new language and English include:

- Comparing grammatical features of the new language with English
- Comparing words and word roots of the new language with English
- Establishing a common terminology for language concepts, structures, etc.
- Looking for simple similarities and differences in language and identifying rules
- Using common methods for recording new words, learning spellings, using dictionaries
- Providing opportunities for learners to discuss and reflect on their language learning.

Year 3 Grammar progression

Knowledge of grammar	Teaching and learning examples	Arriving in Year 4 able to...
<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine – nouns (singular) word order of adjectives how to form the negative 	<ul style="list-style-type: none"> Match the correct definite/indefinite article to a series of familiar nouns eg fruits and vegetables with increasing accuracy. Use picture cards to build phrases to show position of a few adjectives of colour eg <i>a red dog, a yellow cat.</i> Children make a model of an animal using play dough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun e.g. <i>Here is a dog. He is red.</i> Begin to identify how the negative is formed e.g. make a human sentence for <i>I don't like chocolate.</i> Using word cards, children build a simple sentence to show some understanding of the negative. 	<ul style="list-style-type: none"> Notice (where relevant) that the definite/indefinite article changes according to gender of noun. Notice differences in word order. Begin to understand how to form the negative.

Year 4 Grammar progression

Knowledge of grammar	Teaching and learning examples	Arriving in Year 5 able to...
<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns verbs - 1st, 2nd 3rd in questions and answers how to form the negative 	<ul style="list-style-type: none"> Match correctly definite/indefinite article to singular and plural familiar nouns Place familiar adjectives eg size and colour in correct order. Select the correct colour adjective to describe masculine and feminine nouns Show an understanding of 1st, 2nd and 3rd person in present tense singular eg ask and answer questions <i>Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.</i> Begin to use pronouns eg <i>The prince is handsome. He loves the princess.</i> Children work in groups. Give each group a large foam dice labelled with a selection of definite/indefinite articles (singular and plural) and picture cards of nouns from current area of learning. Children throw the dice and match eg feminine article with correct noun. In pairs, children order word cards to make a sentence, which includes an adjective. Repeat the above activity but include colour adjectives in their masculine and feminine form. In groups, children make a Human Sentence to show understanding of how to form the negative. 	<ul style="list-style-type: none"> Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. Form the negative to give answers to simple questions about likes/dislikes eg <i>I don't like</i> with increasing accuracy. Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns

Year 5 Grammar progression

Knowledge of grammar	Teaching and learning examples	Arriving in Year 6 able to...
<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> gender – masculine, feminine, neuter – adjectives possessive pronouns verbs – how to form the simple future tense, conjugation of present tense verbs 	<ul style="list-style-type: none"> Begin to know how to form the future tense eg <i>I am going swimming on Wednesday; tomorrow it will rain.</i> Begin to see how possessive pronouns eg <i>my, his, her</i> change according to gender eg <i>Jane is my sister.</i> Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy Be introduced to concept of conjugation of verbs in the new language - the present tense of commonly used verbs eg <i>to be, to have, to eat, to play, to go</i> Prepare a worksheet with a few sentences which express opinions eg <i>I like art, I like swimming, I like milk</i> and ask children to rewrite the sentences so that they express the opposite eg <i>I don't like art.</i> Children work in pairs. They each have a grid to record what their partner is going to eat for lunch during the school week. They complete their grid by asking their partner eg <i>What are you going to eat on Wednesday?</i> They listen to the reply and draw the food on their grid. Divide a worksheet into two columns with a limited selection of nouns (with definite/indefinite articles) in one column the same number of adjectives jumbled up in the second column. Ask children to match the nouns with the correct adjective. 	<ul style="list-style-type: none"> Explain confidently the word order for familiar adjectives Adapt endings to familiar adjectives with increasing accuracy. Start to apply correct endings to a few possessive pronouns Create simple sentences to be able to talk about the future. Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense Explain with confidence how to form the negative in simple sentences

Year 6 Grammar progression

Knowledge of grammar	Teaching and learning examples	Arriving in Year 7 able to...
<p>Understand some basic grammar appropriate to the language being studied:</p> <ul style="list-style-type: none"> verbs –begin to use the past tense, reinforce understanding of simple future tense adverbs gender – masculine, feminine, neuter -nouns and adjectives 	<ul style="list-style-type: none"> Chant conjugations of two or three familiar verbs with gestures. Begin to use past tense/future tense in speaking e.g. <i>when giving a weather report, when describing what they had to eat in the day/what they are going to eat.</i> Identify sentences written in the past and future tenses from a selection of present, past and future sentences displayed on the board. Prepare individual presentations to describe e.g. a school day. They express opinions and use statements which make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement. From a list of nouns, plural and singular, together with a list of adjectives. Children use this list to write a sentence eg <i>I am wearing a blue coat and red boots</i> choosing an adjective from the list, which matches the noun. 	<ul style="list-style-type: none"> Understand the importance of gender in singular and plural nouns and can check gender in a bi-lingual dictionary Show some understanding of past and future tense in spoken and written work Use high frequency adjectives with reasonable accuracy i.e. word order and endings Apply understanding of the term conjugation to two or three familiar verbs in the present tense