

Class:

Year 1 grammar coverage

Grammar coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an “-s” or “-es”	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “and”	Use a capital letter for “I”	Suffixes of verbs, adding “-ed” or “-ing”	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: “Alsatian” rather than “dog”
Finish the sentence with a full stop	Use connectives of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of “un-“ to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: <i>I/you/we <u>have</u></i> <i>he/she <u>has</u></i> <i>I/you/we <u>do</u></i> <i>he/she <u>does</u></i> <i>I <u>am</u></i> <i>you/we <u>are</u></i> <i>he/she <u>is</u></i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in “-ly”		

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Spelling	Sentence/grammar lessons
Singular and plural (+ “-s” or “-es”)	Writing simple sentences in the first, second and third person (subject-verb agreement) – <i>I am happy. You are happy. He is happy.</i>
Conjunctions (<i>and, but, then, so</i>)	Write a simple sentence starting with a proper noun
Adjectives (non-gradable) – colour, size, age	Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>
Pronouns (<i>I, he, she, you</i>)	Write a simple sentence, but add an adjective – <i>He has a red ball.</i>
Common nouns	Write a simple sentence and add an adverb of manner (“-ly”) – <i>I play nicely.</i>
Proper nouns – own names/days of the week	Write a simple sentence with a regular simple past tense verb (adding –ed) – <i>He worked in the classroom.</i>
Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”	Write a sentence in simple present continuous tense (“to be” + “-ing”) – <i>He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.</i>
Verbs: Present tense for “to be”, “to do” and “to have” (<i>I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is</i>)	Use capital letters at the beginning of a sentence and full stops
Connectives of sequence (<i>first, second, last, next, then</i>)	Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (<i>I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is</i>)
Determiners (<i>the, a, my, your, an, this, that, his, her, some, all</i>)	Write a question with a question mark
Simple adverbs ending in “-ly” (<i>nicely, madly</i>)	Write a word/phrase or sentence with an exclamation mark
Prefix “un-” (<i>happy – unhappy, kind – unkind, tie – untie</i>)	Capital letters – “I”, proper nouns, days of the week
Comparative and superlative adjectives where you add “-er” or “-est”	Changing general nouns to specific nouns, eg, “car” to “Ferrari”
Prepositions	How to use prepositions in a sentence
Days of the week	Alliteration
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	

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	Similes Write a sentence using “and”
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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.