

EXPLANATION & CONTEXTUAL EXAMPLES OF GRAMMAR REQUIREMENTS FOR KS1

^T indicates required terminology at KS1

Content domain reference	Explanation of terms	Contextual examples
G1 Grammatical terms / word classes		
G1.1 Nouns^T	<p>Nouns are usually called ‘naming words’.</p> <p>A common noun is the word used for a class of person, place or thing.</p> <p>A proper noun names a specific person, place or thing. It takes a capital letter.</p>	<p>The <u>girl</u> sat on the <u>chair</u>.</p> <p><u>John Smith</u> drove to <u>Bristol</u> last <u>Tuesday</u>.</p>
G1.2 Verbs^T	<p>A verb is usually seen as a ‘doing’ or ‘being’ word.</p>	<p>I <u>walk</u> to school every day. Sarah <u>caught</u> the ball.</p> <p>Sally <u>was</u> very sad. Beth <u>is</u> excited.</p>
G1.3 Adjectives^T	<p>An adjective is usually thought of as a word that ‘describes’ somebody or something. (<i>eg. old, careful, huge</i>) They usually come before a noun, but they can be put after linking verbs such as <i>be, get, seem, look</i>.</p>	<p>The <u>old</u> cottage had a <u>red</u> door.</p> <p>Those shoes look <u>fantastic</u>.</p>
G1.6 Adverbs^T	<p>Adverbs are best seen as words which ‘add to the verb’. They can describe how, where or when an action occurred.</p> <p>KS1 pupils should understand the use of <i>-ly</i> in Standard English to turn adjectives into adverbs. (<i>eg. bad – badly, soft – softly etc.</i>) These are usually ‘how’ words or adverbs of manner.</p>	<p>She whispered <u>quietly</u> so that nobody could overhear.</p> <p>Luke walked <u>slowly</u> into the room.</p>
G2 Functions of sentences		
G2.1 Statements^T	<p>A statement is best seen as a sentence that is not a question, exclamation or command.</p> <p>A statement will always contain a verb.</p>	<p>There <u>are</u> seven days in a week.</p> <p>We <u>live</u> in the big house at the end of the road.</p>

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G2.2 Questions ^T	Questions are self-explanatory. Although usually cued in by such tags as <i>what, how, when etc.</i> , questions can be formed by inversion. Questions always end in a question mark.	What did you do? How old is your mum? When is the postman coming? You did what ?
G2.3 Commands ^T	Also known as the <i>imperative form</i> , these are sentences used to give instructions or guidance.	Sit down, please. Take the second turning on the left.
G2.4 Exclamations	Within the scope of the KS1 test, exclamations are limited to those starting with <i>what</i> or <i>how</i> . Notice that exclamations, although sentences, do not necessarily have a verb.	What a good friend you are! How wonderful!
G3 Combining words, phrases and clauses		
G3.1 Sentences ^T	A sentence is a set of words that is grammatically complete in itself. It makes sense on its own. For example, <i>It's cold.</i> is a sentence, whereas <i>because it's snowing</i> is not. A sentence always begins with a capital letter and ends in a full-stop, a question mark, or an exclamation mark.	Today is Wednesday. It's cold. What fun!
G3.2 Noun phrases ^T	A noun phrase is a group of words that takes the place of and acts like a noun. So instead of writing about <i>foxes</i> we could expand that to <i>all adult foxes</i> or even <i>all adult foxes in the Taunton area.</i>	My little sister is very cute. Barcelona are the best team in the whole world. She gave sweets to everybody in the room.
G3.3 Co-ordinating conjunctions	A conjunction links two words or phrases/clauses together (<i>e.g. when, before, after, while, so, because</i>). Co-ordinating conjunctions are words such as <i>and, but</i> and <i>or</i> . They are used to link words, phrases or clauses <i>of equal importance.</i>	Jack and Jill went up the hill. We ate our fish and chips. We searched behind the shed and under the woodpile. Sue caught a bus but Anna cycled. Would you like to go swimming or would you prefer to visit the zoo?

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<p>G3.4 Subordinating conjunctions</p>	<p>A clause which has less importance than; less weighting than; or is dependent on the main clause in a sentence is referred to as a subordinate clause. It is a clause that cannot stand on its own as a complete sentence, whereas the main clause in a sentence can. <i>eg. The bull that charged us is back in the field.</i> The subordinate clause ‘<i>that charged us</i>’ cannot stand on its own, whereas the main clause ‘<i>The bull ... is back in the field</i>’ can.</p> <p>Subordinating conjunctions introduce the subordinate clause. At KS1 pupils are introduced to the subordinating conjunctions <i>when, if, that</i> and <i>because</i>.</p>	<p>We can play on my iPad when we get home.</p> <p>Mum’s promised me a treat if I get full marks in my spelling test.</p> <p>They captured the lion that had escaped from the zoo.</p> <p>Jill was happy because she had scored the winning goal.</p>
<p>G4 Verb tenses and consistency</p>		
<p>G4.1a Simple past^T and simple present^T</p>	<p>Tense is the verb form that deals with time ie. When something happens or is happening or has happened.</p> <p>The simple present form is: <i>I play, you laugh, she watches, we run etc.</i></p> <p>The simple past form is: <i>I played, you laughed, she watched, we ran etc.</i></p> <p>The simple past form is often made by adding –ed to the base verb (<i>eg. shout – shouted</i>) but there are irregular forms (<i>eg. shine – shone</i>) and in some cases no change (<i>eg. hit – hit</i>).</p>	<p>Every day I walk to school with my friend.</p> <p>My little brother watches Teletubbies.</p> <p>Yesterday I visited my gran.</p> <p>He called up the stairs as soon as he entered the house.</p> <p>Last year we went to France for our holidays.</p>
<p>G4.1d Present and past progressive</p>	<p>The progressive (or continuous) forms provide yet another way of talking about things that have or are happening.</p> <p>The present progressive form is made by taking the present tense of the verb ‘to be’ (<i>eg. I am/he is/they are etc.</i>) + the present participle of the actual verb (<i>eg. singing/writing/running</i>).</p> <p>The past progressive form is made by taking the past tense of the verb ‘to be’ (<i>eg. I was/they were etc.</i>) + the present participle of the actual verb (<i>eg. laughing/joking etc.</i>)</p> <p>The past progressive form tends to describe an unfinished or incomplete action from the past.</p>	<p>I am listening to every word you say.</p> <p>He usually plays striker, but he is playing in defence today.</p> <p>I hope you are enjoying our little show that we are performing for you.</p> <p>They were waiting for the bus when the accident happened.</p> <p>When we arrived he was having a bath.</p> <p>I was watching TV when I heard a noise outside.</p>

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G4.2 Tense consistency	Tense consistency concerns the correct choice and consistent use of present and past tense throughout writing. [Children sometimes slip from the past tense to the present tense in their writing, especially when writing a story.]	I looked out the window and saw a man in the road. He comes up the path and knocks on the door. [The tense has changed from past to present.]
G5 Punctuation		
G5.1 Capital letters^T	Capital letters are used to demarcate sentences. Capital letters are used for names of people, places, the days of the week, months of the year etc. (Proper nouns) The personal pronoun I is always a capital.	T his is the first sentence. T his sentence comes next. H er address is 15 O rchard R oad, Y eovil, S omerset. W hen we were in L ondon we saw T ower B ridge. S am and I are best friends.
G5.2 Full stops^T	Full stops are used to demarcate sentences.	This is the first sentence. This sentence comes next. Now comes the final one.
G5.3 Question marks^T	Question marks are used to demarcate sentences when the sentence is a question. The question mark takes the place of a full-stop in such cases.	“What are you doing?” asked Jack.
G5.4 Exclamation marks^T	Exclamation marks are to demarcate sentences when the sentence is an exclamation. The exclamation mark takes the place of a full-stop.	“How marvellous!” exclaimed Sam.
G5.5 Commas^T in lists	Commas are used to separate items in a list. The accepted practice is to use ‘and’ to separate the final two list items.	In the box were apples, pears, bananas, oranges, lemons and grapes.
G5.8 Apostrophes^T	Apostrophes are used to show the omission of one or more letters in contracted forms. <i>eg. I'm, can't.</i> The new framework uses both the term omission and contraction . Apostrophes are used to mark possession in nouns. <i>eg. Sam's book – the book belonging to Sam</i> <i>the cat's whiskers – the whiskers of the cat</i> At KS1, the requirement is that singular noun possession is covered.	Anna says that she's going swimming. He'll be hoping to win the last race. The jockey fastened the horse's saddle. Andy borrowed George's football boots.

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G6 Vocabulary		
G6.2 Prefixes	<p>A prefix is a word or part of a word added to the beginning of a word in order to turn it into another word.</p> <p>At KS1 the requirement is to understand how the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation or undoing).</p>	<p>happy – unhappy cover – uncover able – unable tie – untie</p>
G6.3 Suffixes	<p>A suffix is an ‘ending’, used at the end of one word to turn it into another.</p> <p>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-er</i> form nouns from verbs or adjectives.</p> <p>Adjectives can be formed by the addition of the suffixes <i>-ful</i> and <i>-less</i>.</p> <p>The comparative and superlative forms of many adjectives can be formed by the addition of <i>-er</i> or <i>-est</i>.</p> <p>A common way of forming adverbs is by the addition of the suffix <i>-ly</i>.</p> <p>Nouns or adjectives can be turned into verbs by the addition of such suffixes as <i>-ise</i>, or <i>-ify</i>.</p> <p>The regular rule for changing a singular noun to its plural is by the addition of the suffixes <i>-s</i> or <i>-es</i>.</p> <p>Verb forms are constructed by the addition of such suffixes as <i>-s</i>, <i>-ed</i>, <i>-ing</i> etc.</p>	<p>entertain – entertainment sad – sadness play – player</p> <p>success – successful care – careless</p> <p>smart – smarter small – smallest</p> <p>quick – quickly happy – happily</p> <p>advert - advertise class – classify beauty - beautify</p> <p>bird – birds church – churches</p> <p>walk – walks – walked - walking</p>