



Grammar –Myton Park Primary structured scheme of work

| Year | Topic | Examples | Terminology |
|------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 4 | Use adverbs to modify verbs | Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i> | Adverb |
| | Use conjunctions to express time or cause | Extend children’s use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal.</i> <i>He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i> | Conjunction Clause Sentence Subordinate clause |
| | Use prepositions to express time and place | Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball <u>right over</u> the wall.</i> | Preposition Phrase |
| | Person – understanding that writing can be third or first person | Children need to become aware that writing can be ‘She did this...’ or ‘I did this...’. We can write in the 3 rd or the 1 st person. <i>The dog wandered down the street looking for cats and food.</i> <i>I wandered down the street looking for my dog.</i> | Verb |
| | Use adverbs and adverbials (prepositional phrases which act as adverbs) | Extend children’s understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, down the street.</i> | Adverb |
| | Use commas after or before phrases and clauses | Introduce the idea of a ‘short pause’ which does not merit a new sentence but does require a comma. Show chn | Comma |

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| | | <p>how we can use commas before or after phrases or clauses.</p> <p><i>After the door slammed, the class sat in total silence.</i></p> <p><i>As light as a bird, the glider disappeared into the clouds.</i></p> | |
| | Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion | <p>Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u>:</p> <p>1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i></p> <p>2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i></p> <p>3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i></p> | Pronoun |
| | Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. | <p>Extend children’s use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written.</p> <p>E.g. We can use contracted forms, and we can use slang...</p> <p><i>“Give me a break,” sneered Tom, “You can’t expect me to believe that!”</i></p> <p><i>“Ger’off, you’re hurting me,” Sam told his younger brother.</i></p> | Inverted commas or speech marks Direct speech |
| | Use the possessive apostrophe | <p>Use for singular and plural nouns.</p> <p><i>Joanna’s temper was rising fast.</i></p> <p><i>He really wanted his brother’s football shirt.</i></p> <p><i>All the dogs’ dinners had been stolen.</i></p> | Apostrophe |
| | Use fronted adverbials | <p>Extend children’s use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p><i><u>In total silence</u>, the children tiptoed along the corridor.</i></p> <p><i><u>Without blinking</u>, Max stared into all their yellow eyes.</i></p> | Adverbial Phrase |