Grammar coverage						
Write a simple sentence starting with a noun/proper noun	To orally use simple coordinating conjunctions: and, but	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: a cool cat a sneaky snake	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: fast – faster – fastest	
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: up, down, in, into, out, to, onto, under, inside, outside, above	Choose a specific noun: "Alsatian" rather than "dog"	
Finish the sentence with a full stop	Use connectives of sequence: first, second, then	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms:  happy – unhappy kind – unkind	Similes: as big as an elephant	Use noun phrases: adjective + noun	
Use a regular simple- past-tense verb in a sentence: He walked to school.	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": I/you/we have he/she has I/you/we do he/she does I am you/we are he/she is	Use capital letters for days of the week	Use determiners: the, a, an, my your, his, her	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"			

## Year 1 grammar coverage

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

Class:	Year 1 grammar coverage			
		Similes		
		Write a sentence using "and"		

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.