

YEAR 1 GRAMMAR MAP

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding the 3 parts of a story - beginning /middle /end to a story</p> <p>Understanding the 5- 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly.../ Unfortunately,...</i> Resolution <i>Fortunately,...</i> Ending <i>Finally,....</i></p> <p>Non-fiction</p> <p>Planning tools: text map / washing line</p> <p>Heading Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences Bullet points for instructions Labelled diagrams</p> <p>Ending</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: Co-ordinating conjunctions - <i>and because so but or then so that that</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where... -</i></p> <p>'ly' openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park. The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large.</i></p> <p><i>Charlie hid but Sally found him. It was raining so they put on their coats.</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside outside towards across under</i></p> <p>Determiners: <i>the a an my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house... The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon slimy snake</i></p> <p>Adverbs To describe the verb</p> <p>Similes using as...as... e.g. <i>as tall as a house as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i></p> <p>Regular plural noun</p> <p>Suffixes Suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped,</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names Capital letter for the personal pronoun "I"</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p>Introduce: Punctuation Question mark Exclamation mark</p> <p>Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – 'as'</p>

<p>Concluding sentence</p>	<p>Complex sentences:</p> <p>Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		
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