



### Cherry Orchard Key Independent Grammar Skills



The aim of these KIGS is by the end of each half term children can use and apply these skills independently.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Au 1</b>	Identify nouns and verbs	Converting fragments to sentences	Subordinating conjunctions to start sentences (after, before, when, if, <b>although, even though</b> and <b>since</b> )	Subordinating conjunctions to start sentences (after, before, when, if, although, even though, since, <b>unless</b> and <b>while/whilst</b> )	Appositives and parenthesis	Parenthesis – when do I need to use a dash, bracket or comma?
<b>Au 2</b>	Identify the difference between a fragment and a full sentence. <i>(TWR page 26-32)</i>	Correcting run ons (when sentences get too long – where should a new full stop and capital letter go?)	Cohesion: Write a sentence that follows a given sentence using different cohesive devices (eg conjunctions – As a result / For example / Not only that, but / As well as this, )	Correcting errors in subject verb and tense agreement  eg (subject verb) How much questions are left?  eg (tense agreement) Tom will ran tomorrow.	When do I need to start a new paragraph? (revision)  Practise making links between paragraphs (eg conjunctions, prepositional phrases, use of repetition)	Using colons, semi colons and dashes to add on extra information
<b>Sp 1</b>	Convert fragments to sentences orally <i>(TWR page 26-32)</i>	Identifying all sentence types (statements, questions, exclamations and commands)	Correcting run ons (when sentences get too long – where should a new full stop and capital letter go?)	Proofreading and editing for commas in a list, commas after fronted adverbials capital letters and full stops	Proof reading and editng for commas in a list, commas after fronted adverbails capital letters, full stops and commas/brackets/dashes	Proof reading and editing for all UKS2 punctuation
<b>Sp 2</b>	Sentence completion with the word 'and' orally and written <i>(TWR page 39-43)</i>	Ending punctuation for all sentence types	Using fronted adverbials	When do I need to start a new paragraph?	Subordinating conjunctions to start sentences (after, before, when, if, although, even though, since, unless, while/whilst, <b>whenever</b> )	Identifying all tenses ( including perfect form and progressive)
<b>Su 1</b>	Ending punctuation for statements and questions <i>(TWR page 33-38)</i>	Sentence completion with because, but and so	Proofreading and editing for commas in a list, commas after fronted adverbails capital letters and full stops	Plural and singular apostrophes	Passive and active voice	Subjunctive form
<b>Su 2</b>	Suffixes 'ed' and 'ing'	Subordinating conjunctions to start sentences (after, before, when and if)	When do I need to start a new paragraph?	Tenses – identifying past and present	Tenses – identifying past and present (including perfect form)	Teacher's choice!

