

Sentence

|                                 | Y1                                                                                                                                                                                                                                                                                     | Y2                                                                                                                                                                                                                                                     | Y3/4                                                                                                                                                                                                                                                                                                | Y5/6                                                                                                                                                                                                                                                                                                                                                                                           |
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| Constructing a simple sentence  | <p>How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun</b>.</p> <p>Sequencing <b>sentences</b> to form short narratives.</p> |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                |
| Co-ordination and subordination | <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>.</p> <p>Introduction to capital letters, full stops ... to demarcate <b>sentences</b>.</p>                                                                                                                         | <p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</p> <p>Use of capital letters, full stops ... to demarcate <b>sentences</b>.</p>                                                  | <p>Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when, before, after, while, so, because</i>).</p> <p>Use of commas after <b>fronted adverbials</b> (where these are fronted adverbial clauses).</p>                                                                  | <p>Use of the semi- colon, colon and dash to mark the boundary between independent <b>clauses</b> (for example, <i>It's raining; I'm fed up</i>).</p> <p>Use of commas to clarify meaning or avoid <b>ambiguity</b>.</p> <p><b>Brackets, dashes</b> or commas to indicate <b>parenthesis</b>.</p> <p>The difference between structures typical of informal and formal speech, and writing.</p> |
| Sentence types                  | <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun</b>.</p>                                                                                          | <p>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or <b>command</b>.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> | <p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>)</p> | <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>).</p>                                                                                                                                                                                      |

## Nouns and noun phrases

|                       | Y1                                                                                                                                                                                                                                                                                                                                            | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Y3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Noun and noun phrases | <p>Regular <b>plural noun suffixes</b> -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs and adjectives</b> (negation, for example, <i>unkind</i>, or <i>undoing</i>: <i>untie the boat</i>).</p> | <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less.</p> <p>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b>.</p> <p>Expanded <b>noun phrases</b> for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p> <p>Commas to separate items in a list.</p> <p><b>Apostrophes</b> to mark singular possession in nouns (for example, <i>the girl's name</i>).</p> | <p>Formation of <b>nouns</b> using a range of <b>prefixes</b> (for example <i>super-, anti-, auto-</i>).</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>).</p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (for example, <i>a rock, an open box</i>).</p> <p>The grammatical difference between <b>plural</b> and <b>possessive -s</b>.</p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (for example, <i>the girl's name, the girls' names</i>).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>).</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p> | <p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>).</p> |

## Adverbials

|            | Y1 | Y2                                                                                                 | Y3/4                                                                                                                                                                                                                                                                                                                                                   | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Adverbials |    | <p>Use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>.</p> <p>adverb</p> | <p>Expressing time, place and cause using <b>adverbs</b> (for example, <i>then, next, soon, therefore</i>), or <b>prepositions</b> (for example, <i>before, after, during, in, because of</i>).</p> <p><b>Fronted adverbials</b> (for example, <i>Later that day, I heard the bad news.</i>)</p> <p>Use of commas after <b>fronted adverbials</b>.</p> | <p>Indicating degrees of possibility using <b>adverbs</b> (for example, <i>perhaps, surely</i>).</p> <p>Devices to build <b>cohesion</b> within a paragraph (for example, <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>).</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>. Grammatical connections (for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>).</p> |

# Verbs

|       | Y1                                                                                                                                                                                                                                                                                                                                   | Y2                                                                                                                                                                                                                                                                                                                                                                            | Y3/4                                                                                                                                                                                                                                                                                                                                                                   | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Verbs | <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, for example, <i>unkind</i>, or undoing: <i>untie the boat</i>).</p> | <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling.</p> | <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p> <p>Standard English forms for verb inflections, instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</p> | <p>Indicating degrees of possibility using <b>modal verbs</b> (for example, <i>might, should, will, must</i>).</p> <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>).</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example, <i>-ate; -ise; -ify</i>).</p> <p><b>Verb prefixes</b> (for example, <i>dis-, de-, mis-, over- and re-</i>).</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>Linking ideas across paragraphs using tense choices (for example, <i>he had seen her before</i>).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the <b>subjunctive</b>.</p> |

## Cohesion

|          | Y1                                                                                                                   | Y2                                                                                                                          | Y3/4                                                                                                                                                                                                                                                                                                                                                                                                                          | Y5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Cohesion | <p>Sequencing <b>sentences</b> to form short narratives. (To be taught through teaching and learning sequences.)</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing. (Link with teaching of verbs.)</p> | <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition. (Link with teaching of noun/noun phrases.)</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.)</p> | <p>Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) (Link with teaching of adverbials.)</p> <p>Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before). (Link with teaching of adverbials and verbs.)</p> <p>How words are related by meaning as synonyms and antonyms (for example, big, large, little). (Link with teaching of noun/noun phrases.)</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and <b>ellipsis</b>. (Link with various strands and also to be taught in teaching and learning sequences.)</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). (To be taught through teaching and learning sequences.)</p> |

## Punctuation

|                            | Y1                                                                                                                                                                                                                                    | Y2                                                                                                                                                     | Y3/4                                                                                                                                                                                                                                                                                                | Y5/6                                                                                                                                                                                                                                                    |
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| Spaces                     | Separation of words with spaces.                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                         |
| Demarcation                | <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun</b>. (Link with teaching of sentence types.)</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>. (Link with teaching of sentence types.)</p> | <p>Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks.</p>                                                                                                                                                | <p>Punctuating simple, compound and complex sentences accurately.</p>                                                                                                                                                                                   |
| Commas                     |                                                                                                                                                                                                                                       | <p>Commas to separate items in a list. (Link with teaching of noun/noun phrases.)</p>                                                                  | <p>Use of commas after <b>fronted adverbials</b>. (Link with teaching of adverbials)</p> <p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials.</p>                                                                                       | <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.</p> |
| Apostrophe for contraction | Separation of words with spaces.                                                                                                                                                                                                      | <b>Apostrophes</b> to mark where letters are missing in spelling. (Link with teaching of verbs.)                                                       | Consolidate use of apostrophes for contraction.                                                                                                                                                                                                                                                     | <p>Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue).</p> <p>Opportunities linked to work on question tags.</p>                                                           |
| Apostrophe for possession  |                                                                                                                                                                                                                                       | Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i> ). (Link with teaching of noun/noun phrases)                     | <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (for example, <i>the girl's name</i>, <i>the girls' names</i>).</p> <p>(Link with teaching of noun/noun phrases.)</p>                                                                                                           | Consolidate use of apostrophes for possession.                                                                                                                                                                                                          |
| Speech                     |                                                                                                                                                                                                                                       |                                                                                                                                                        | <p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>)</p> | Consolidate using speech punctuation and layout correctly.                                                                                                                                                                                              |