

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Revisit, revise, recap...	Vocabulary, grammar & punctuation	In addition to the teaching of vocabulary, grammar, punctuation and spelling explicit to every year group, each successive year will build on knowledge and skills learned in previous academic years, with primary focus on the objectives specified below:					
			<ul style="list-style-type: none"> • Correct letter formation, including consistency in letter size • Separation of words with consistent spaces 	<ul style="list-style-type: none"> • Capital letters, full stops, question and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling • Consistent use of the present tense versus past tense throughout texts • Use of the continuous form of verbs in the present and past tense to mark actions in progress (eg she is drumming; he was shouting) 	<ul style="list-style-type: none"> • Capital letters, full stops, question and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling • Consistent use of the present tense versus past tense throughout texts • Use of the continuous form of verbs in the present and past tense to mark actions in progress (eg she is drumming; he was shouting) 	<ul style="list-style-type: none"> • Use of speech marks to punctuate direct speech • Apostrophes to mark singular and plural possession (eg the girl's name; the boys' news) • Use of commas after fronted adverbials (eg Later that day, I heard the bad news.) 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Grammar	Word Structure	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es (eg dog, dogs; wish, wishes) • Suffixes that can be added to verbs (eg helped, helping, helper) • How the prefix un- changes the meaning of verbs and adjectives (negation eg unkind; undoing eg untie the boat) 	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness or –er • Formation of adjectives using suffixes such as –ful or –less (see spelling annex) • Use of suffixes –er and –est to form comparisons of adjectives and adverbs 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes such as super-, anti-, auto- • Use of the determiners a or an according to whether the next word begins with a vowel or a consonant (eg a rock; an open box) • Word families based on common words 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms (eg we were instead of we was; I did instead of I done) 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (eg –ate, -ise, -ify) • Verb prefixes (eg dis-, de-, mis-, over- and re-) 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg said versus reported; alleged or claimed in formal speech/writing)
	Sentence Structure	<ul style="list-style-type: none"> • How words can combine to make sentences • How and can join words and join sentence 	<ul style="list-style-type: none"> • Subordination (using when, if, that or because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification (eg the blue butterfly, plain flour, the man in the moon) • Sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • Expressing time and cause using conjunctions (eg when, before, while, after, because); adverbs (the, next, soon, so) or prepositions (before, after, during, in, because of) 	<ul style="list-style-type: none"> • Appropriate choice of noun or pronoun within a sentence to avoid ambiguity and repetition • Fronted adverbials 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, why, whose • Indicating degrees of possibility using modal verbs (eg should, might, will, must) or adverbs (eg perhaps, surely) • Expanded noun phrases to convey complicated information concisely (eg the boy who jumped over the fence is over there) 	<ul style="list-style-type: none"> • Use of the passive voice to affect the presentation of information (eg I broke the window in the greenhouse- The window in the greenhouse was broken) there) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags eg He's your friend, isn't he? Or the use of the subjunctive in some very formal writing or speech)
	Text Structure	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Consistent use of the present tense versus past tense throughout texts • Use of the continuous form of verbs in the present and past tense to mark actions in progress (eg she is drumming; he was shouting) 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and subheadings to aid presentation • Use of the perfect form of verbs to mark relationships of time and cause (eg I have written it down so we can check what he said) 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (eg the, after that, this, firstly) • Linking ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (eg repetition of a word or phrase); grammatical connections (eg the use of adverbials such as on the other hand, in contrast) and elision • Layout devices such as headings, subheadings, columns, bullet points or tables to structure a text
Punctuation	Punctuation	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and the personal pronoun (I) 	<ul style="list-style-type: none"> • Capital letters, full stops, question and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms in spelling 	<ul style="list-style-type: none"> • Introduction to speech marks to punctuate direct speech 	<ul style="list-style-type: none"> • Use of speech marks to punctuate direct speech • Apostrophes to mark singular and plural possession (eg the girl's name; the boys' news) • Use of commas after fronted adverbials (eg Later that day, I heard the bad news.) 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use of the semi colon, colon and dash to indicate a stronger subdivision of sentence than a comma • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity (eg man eating shark; man-eating shark)

Terminology	Key terms for pupils	Word Sentence Letter Capital letter Full stop Punctuation Singular Plural Question mark Exclamation mark	Verb Tense (past, present) Adjective Noun Suffix Apostrophe Comma	Word family Conjunction Adverb Preposition Direct Speech Inverted commas (or speech marks) Prefix Consonant Vowel Clause Subordinate clause	Pronoun Possessive pronoun Adverbial	Relative clause Modal verb Relative pronoun Parenthesis Bracket Dash Determiner Cohesion Ambiguity	Active and passive voice Subject and object Hyphen Synonym Antonym Subjunctive mood Colon Semi colon Bullet points
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