

Year group	Autumn	Spring	Summer
1 <i>letter, capital letter, word, singular and plural, sentence, punctuation, full stop, question mark, exclamation mark</i>	<ul style="list-style-type: none"> Separation of words using finger spaces Capital letters for names and places Capital letters for pronoun I Full stop between two given sentences Making compound sentences using conjunction 'and' 	<ul style="list-style-type: none"> Separation of words using finger spaces Use of question marks Use of exclamation marks. Embellished simple sentences using adjectives) e.g. <i>The giant had an <u>enormous</u> beard</i> 	<ul style="list-style-type: none"> Separation of words using finger spaces Regular plural suffixes -s and -es Adjectives to describe (noun phrases) e.g. <i>old house...</i> <i>huge elephant...</i> How the prefix 'un'- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Suffixes that can be added to verbs (e.g. helping, helped, helper) <p>Practise the spelling of common determiners: <i>the a my your this that his her their some all lots of many more</i></p>
2 <i>noun and noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb past tense and present tense</i>	<p>Consolidate Punctuation</p> <ul style="list-style-type: none"> Sentence -full stops, capital letter To be able to identify nouns To write noun phrases (<i>the <u>blue</u> butterfly</i>) To be able to identify verbs in sentences <p>To explore different sentence types:</p> <ul style="list-style-type: none"> Statements Questions Exclamations 	<ul style="list-style-type: none"> To use coordinating conjunctions (but, or , and) to form compound sentences Adverbs – create a bank of adverbs in magpie books Use adverbs at the beginning of own sentences (followed by comma) – ly openers Apostrophe for omission (did not – didn't) Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> 	<p>Summer term – consolidate all previous learning and for more able pupils start to introduce some of the Y3 objectives.</p> <ul style="list-style-type: none"> To teach the past progressive tense i.e she was running,

<p><i>apostrophe, comma</i></p>	<ul style="list-style-type: none"> Commands 	<p><i>Squirrels have long, bushy tails.</i> Expanded Noun Phrases</p> <ul style="list-style-type: none"> Similes using...like... <p>e.g. ... <i>like sizzling sausages</i></p> <ul style="list-style-type: none"> To practise writing regular verbs in the past tense where just 'ed' has to be added eg jump – jumped, look – looked To practise writing verbs that end in e in past tense eg hope– hoped To practise changing words from present to past tense and vice versa. Apostrophe for singular possession ie the girl's bag <p>Adding suffixes where there is no change to the spelling of the root word eg help – helpful, hope – hopeless etc</p>	
<p>3 <i>Conjunction, adverb, preposition, direct speech, inverted commas, prefix, subordinate clause, present perfect, consonant, vowel</i></p>	<ul style="list-style-type: none"> Revise writing regular verbs in the past tense ie – just add ed. Use of determiners <u>a</u> or <u>an</u> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution] 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Embellished simple sentences: Adverb starters to add detail eg, Carefully, she crawled along the floor... Fronted adverbials (see marking symbols FAB –t, -m, -p) – ENSURE 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Revise apostrophe for omission (did not – didn't) Introduce some common irregular verbs and how they would be written in the past

	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech Compound sentences using coordinating conjunctions (FANBOYS) Order words in alphabetical order (based on first letter only) 	<p>that pupils use comma after a fronted adverbial eg <i>Later that day, Lila found the dragon.</i></p> <ul style="list-style-type: none"> In magpie books build up some powerful synonyms to replace 'dull' words Formation of nouns using a range of prefixes [for example super-, anti-, auto] 	tense (ie see – saw, speak – spoke etc)
4 <i>Singular/plural Pronoun, Possessive pronoun, Adverbial, Fronted adverbial Apostrophe for plural possession</i>	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Start with a simile e.g. As quietly as a cat, he crept up stairs. Like a wailing cat, the ambulance screamed down the road. Use of commas after fronted adverbials Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] <p>Each new speaker on a new line</p>	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England and must begin with a capital letter. 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Introduce: Prepositions at underneath since towards beneath beyond Conditionals - could, should, would Dialogue - verb + adverb - "<i>Hello,</i>" she whispered, shyly Alliteration for effect

5 <i>Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question</i>	<ul style="list-style-type: none"> Revise all word classes so that pupils can identify them in a sentence and describe their function. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i> Simile – ‘as’/ ‘like’ Synonyms/Antonyms 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 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] Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Onomatopoeia Personification Metaphor Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Developed use of technical language 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of rhetorical question Expanded –fronted adverbials as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i> <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i> Consolidate embedded clauses e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i>
6 <i>Active and passive voice Subject and object Hyphen</i>	<ul style="list-style-type: none"> To revise all the different word classes – nouns, verbs, adjectives, adverbs, prepositions, pronouns, determiners, conjunctions. 	<ul style="list-style-type: none"> To be able to identify the subject and object within a sentence Use of the passive to affect the presentation of information in 	Transition unit for high school.

<p><i>Synonym, antonym</i></p> <p><i>Colon/ semi-colon</i></p> <p><i>Bullet points</i></p> <p><i>Ellipsis</i></p>	<ul style="list-style-type: none"> • To know the two different types of conjunctions (subordinating and coordinating) <ul style="list-style-type: none"> • To know the different type of nouns (proper noun, abstract noun and common noun) • To explore verb tenses (simple past/present, past/present progressive, past/present perfect) • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, • The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 	<p>a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [eg <i>The nightmare never changed: Daniel was trapped in a sinking fishing boat</i>] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	
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