

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

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

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

<p>5</p> <p><i>Modal verb</i> <i>Parenthesis</i> <i>Bracket- dash</i> <i>Determiner</i> <i>Cohesion</i> <i>Ambiguity</i> <i>Metaphor</i> <i>Personification</i> <i>Onomatopoeia</i> <i>Rhetorical question</i></p>	<ul style="list-style-type: none"> <li>• Revise all word classes so that pupils can identify them in a sentence and describe their function.</li> <li>• <b>Relative clauses beginning with who, which, where, when, whose, that,</b> or an omitted relative pronoun</li> <li>• <b>Indicating degrees of possibility using adverbs</b> [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• <b>Moving sentence chunks</b> (how, when, where) around for different effects e.g. <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></li> <li>• <b>Simile – ‘as’/ ‘like’</b></li> <li>• <b>Synonyms/Antonyms</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Devices to build cohesion within a paragraph</b> [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]</li> <li>• <b>Converting nouns or adjectives into verbs using suffixes</b> [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• <b>Onomatopoeia</b></li> <li>• <b>Personification</b></li> <li>• <b>Metaphor</b></li> <li>• Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</li> <li>• Developed use of technical language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</b></li> <li>• Use of rhetorical question</li> <li>• 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></li> <li>• 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></li> </ul>
<p>6</p> <p><i>Active and passive voice</i> <i>Subject and object</i> <i>Hyphen</i></p>	<ul style="list-style-type: none"> <li>• To revise all the different word classes – nouns, verbs, adjectives, adverbs, prepositions, pronouns, determiners, conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To be able to identify the subject and object within a sentence</b></li> <li>• <b>Use of the passive to affect the presentation of information in</b></li> </ul>	<p>Transition unit for high school.</p>

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