

KEY STAGE 1

	<u>Sentence</u>	<u>Grammar</u>	<u>Punctuation</u>	<u>Vocabulary</u>
Year 1	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using "and" • Subordinating conjunctions (because) • Co-ordinating conjunctions (but, or, and) 	<ul style="list-style-type: none"> • Regular plural noun suffixes (-s, -es) • Verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • To combine words to make sentences, including using and • Sequencing sentences to form short narratives • Separation of words with spaces • Sentence demarcation (. ! ?) • Capital letters for names and pronoun 'I') • Past and present tense are consistent 	<ul style="list-style-type: none"> • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark
Year 2	<ul style="list-style-type: none"> • Subordination (using when, if, that or because) and coordination (using or, and, or but) • Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. • Expressing time, place and cause using conjunctions (for example, when, so, before, after, while, because) adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of) 	<ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • The present and past tenses correct and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Some features of written Standard English • Suffixes to form new words (-ful, -er, -ness) • Sentence demarcation • Commas in lists • Apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe

LOWER KEY STAGE 2

	Sentence	Grammar	Punctuation	Vocabulary
Year 3	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs, and prepositions to express time and cause (and place) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g., the teacher expanded to the strict maths teacher with curly hair] • Uses prepositions to give detail. • Begins to use paragraphs to structure ideas and themes. 	<ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense • Form nouns using prefixes (super-, anti-) • Use the correct form of 'a' or 'an' • Word families based on common words (solve, solution, dissolve, insoluble) • Using fronted adverbials • Recognises the difference between plural and possessive -s • Begins to use standard English verb inflections (I did vs. I done) • Extended noun phrases, including with prepositions 	<ul style="list-style-type: none"> • Using and punctuating direct speech (i.e., Inverted commas) • Using commas after fronted adverbials. • Begins to recognise and sometimes uses possession by using the possessive apostrophe with singular and plural nouns • Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas determiner pronoun possessive pronoun adverbial
Year 4	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs, and prepositions to express time and cause (and place) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [e.g., the teacher expanded to the strict maths teacher with curly hair] • Uses prepositions to give detail. 	<ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense • Form nouns using prefixes (super-, anti-) • Use the correct form of 'a' or 'an' • Word families based on common words (solve, solution, dissolve, insoluble) • Using fronted adverbials • Uses apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Standard English verb inflections (I did vs. I done) • Extended noun phrases, including with prepositions • Appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • Using and punctuating direct speech (i.e., Inverted commas) • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with singular and plural nouns • Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas determiner pronoun possessive pronoun adverbial

<ul style="list-style-type: none"> Expresses cause using adverbs [therefore, in order to, otherwise, furthermore] Structures work into paragraphs focused on a similar topic/theme. 			
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UPPER KEY STAGE 2				
	<u>Sentence</u>	<u>Grammar</u>	<u>Punctuation</u>	<u>Vocabulary</u>
Year 5	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Relative clauses beginning with who, which, where, why, 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] Using modal verbs or adverbs to indicate degrees of possibility. Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing. 	<ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion, including adverbials of time, place, and number. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Synonyms Further cohesive devices such as grammatical connections and adverbials 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using semicolons, colons, or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points
Year 6	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes, or commas to indicate parenthesis. 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis

<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, why, 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] • Using modal verbs or adverbs to indicate degrees of possibility. • Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech] 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs • Verb prefixes • Devices to build cohesion, including adverbials of time, place, and number. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Differences in informal and formal language • Synonyms & Antonyms • Further cohesive devices such as grammatical connections and adverbials • Use of ellipsis 	<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Using semicolons, colons, or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently 	<ul style="list-style-type: none"> • bracket • dash • cohesion • ambiguity • subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points
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