



Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
1	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie the boat)</p> <p>Understand the apostrophe in contractions represents omitted letter(s)</p>	<p>Understand pronouns, verbs nouns, adjectives</p> <p>Teach 1st and 3rd person: 1 st person: I love cheese. 3 rd person: He/She loves cheese.</p> <p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p> <p>Use some accuracy in past and present tense</p>	<p>Sequence sentences to form short narratives</p> <p>Begin to use adjectives to add some simple description</p> <p>Begin to link ideas/events by subject and/or pronoun</p>	<p>Separate words with spaces</p> <p>Introduce capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names or people, places, days of the week and for the personal pronoun ‘I’</p>	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
2	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (e.g. unkind, or undoing, e.g. untie the boat)</p> <p>Formation of nouns using suffixes such as –ness –er (e.g. happy – happiness) and by compounding (e.g. whiteboard, superman)</p>	<p>Understand pronouns, verbs nouns, adjectives</p> <p>Teach 1st and 3rd person: 1 st person: I love cheese. 3 rd person: He/She loves cheese.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, the man on the moon)</p> <p>Types of sentences and how to identify them:</p>	<p>Begin to use adjectives to add some simple description</p> <p>Correct choice and consistent use of present or past tense throughout writing</p> <p>Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)</p> <p>Use of verbs to mark action</p> <p>Use pronouns to extend and link sentences</p> <p>Sequence connected events</p>	<p>Capital letters for names or people, places, days of the week and for the personal pronoun ‘I’</p> <p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (do not = don’t) and to mark singular possession in nouns (e.g. the girl’s name)</p>	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma</p>

	<p>Formation of adjectives using suffixes such as –ful, -less</p> <p>Use of the suffixes –er, -est in adjectives (e.g. happier and happiest) and the use of –ly in turning adjectives to adverbs (happy – happily)</p>	<p>Statements Commands Questions Exclamations</p>			
3	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>Formation of adjectives using suffixes such as –ful, -less</p> <p>Use of the suffixes –er, -est in adjectives (e.g. happier and happiest) and the use of –ly in turning adjectives to adverbs (happy – happily)</p> <p>Formation of nouns using a range of prefixes (e.g. super – anti – auto –)</p> <p>Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)</p> <p>Word families based on common words and identify how they’re related in meaning and form (e.g. solve, solution, dissolve)</p>	<p>Understand pronouns, verbs nouns, adjectives</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, the man on the moon)</p> <p>Types of sentences and how to identify them: Statements Commands Questions Exclamations</p> <p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> - conjunctions (e.g. when, before, after, while, so, because) - adverbs (e.g. then, next, soon, therefore) - prepositions (e.g. before, after, during, in, because of) 	<p>Begin to use adjectives to add some simple description</p> <p>Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)</p> <p>Correct choice and consistent use of present or past tense throughout writing</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-heading to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <i>instead of</i> he went out to play)</p>	<p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (do not = don’t) and to mark singular possession in nouns (e.g. the girl’s name)</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma</p> <p>Preposition, conjunction, word family, prefix, clause, subordinate clauses, direct speech, consonant, vowel, inverted commas</p>

<p>4</p>	<p>Formation of nouns using a range of prefixes (e.g. super – anti – auto –)</p> <p>Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)</p> <p>Word families based on common words and identify how they’re related in meaning and form (e.g. solve, solution, dissolve)</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>Use of the suffixes –er, -est in adjectives (e.g. happier and happiest) and the use of –ly in turning adjectives to adverbs (happy – happily)</p> <p>Grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)</p>	<p>Understand pronouns, verbs nouns, adjectives</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Types of sentences and how to identify them: Statements Commands Questions Exclamations</p> <p>Expressing time, place and cause using: - conjunctions (e.g. when, before, after, while, so, because) - adverbs (e.g. then, next, soon, therefore) prepositions (e.g. before, after, during, in, because of)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news)</p>	<p>Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)</p> <p>Correct choice and consistent use of present or past tense throughout writing</p> <p>Headings and sub-heading to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <i>instead of</i> he went out to play)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (do not = don’t) and to mark singular possession in nouns (e.g. the girl’s name)</p> <p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)</p> <p>Apostrophes to mark plural possession (e.g. the girl’s name)</p> <p>Use of commas after fronted adverbials</p>	<p>full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clauses, direct speech, consonant, vowel, inverted commas</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p>
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<p>5</p>	<p>Formation of nouns using a range of prefixes (e.g. super – anti – auto –)</p> <p>Use the correct determiner ‘a’ or ‘an’ depending on whether the following word begins with a vowel or a consonant (e.g. a rock, an open box)</p> <p>Word families based on common words and identify how they’re related in meaning and form (e.g. solve, solution, dissolve)</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Identify root words Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>Grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>Verb prefixes (for example dis-, de-, mis-, over-, re-)</p>	<p>Understand pronouns, verbs nouns, adjectives</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Types of sentences and how to identify them: Statements Commands Questions Exclamations</p> <p>Expressing time, place and cause using: - conjunctions (e.g. when, before, after, while, so, because) - adverbs (e.g. then, next, soon, therefore)</p> <p>prepositions (e.g. before, after, during, in, because of)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teachers expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might, should, will, must)</p>	<p>Use of progressive form of verbs in the present and past tense (for example ‘she is drumming’ ‘he was shouting’)</p> <p>Correct choice and consistent use of present or past tense throughout writing</p> <p>Headings and sub-heading to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play <i>instead of</i> he went out to play)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Devices to build cohesion within a paragraph (e.g. first, then, after this)</p> <p>Linking ideas across paragraphs using adverbials or time, place or tense (e.g. later, nearby, he <i>had</i> seen her before)</p>	<p>Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (do not = don’t) and to mark singular possession in nouns (e.g. the girl’s name)</p> <p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clauses, end punctuation inside inverted commas)</p> <p>Apostrophes to mark plural possession (e.g. the girl’s name)</p> <p>Use of commas after fronted adverbials</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clauses, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity</p>
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6	<p><u>Revise all previous taught statements in addition to...</u></p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request)</p> <p>How words are related by meaning as synonyms and antonyms (big, large, little)</p>	<p><u>Revise all previous taught statements in addition to...</u></p> <p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VS the window in the greenhouse was broken)</p> <p>The difference between informal speech and structures appropriate for formal speech (e.g. use of question tags in informal writing ‘he’s your friend, isn’t he? Or use of subjunctive form in formal writing ‘If I were...’</p>	<p><u>Revise all previous taught statements in addition to...</u></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices (e.g. headings, columns, bullet points)</p>	<p><u>Revise all previous taught statements in addition to...</u></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)</p> <p>Use of the colon to introduce a list and the use of semi-colons with lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. a man-eating shark)</p>	<p>full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clauses, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, brackets, dashes, cohesion, ambiguity</p> <p>Subject, object, passive, active, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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