



YEAR 1
Grammar and Punctuation
<ul style="list-style-type: none"> • Explain that conjunctions are joining words e.g. <i>and</i>. • Combine words to make a sentence. • Join words using <i>and</i>. • Use the conjunction <i>and</i> to join sentences which are linked. • Begin to use 1st or 3rd person consistently. • Use simple past tense and simple present tense consistently. • Separate words with spaces. • Demarcate most sentences with capital letters and full stops. • Begin to use question marks and exclamation marks to demarcate sentences. • Use capital letters for names of people, places, days and months. • Use a capital letter for the personal pronoun <i>I</i>.
<p>Terminology:</p> <ul style="list-style-type: none"> ▪ conjunction ▪ sentence ▪ 1st person / 3rd person ▪ tense ▪ past tense ▪ present tense ▪ punctuation ▪ question mark ▪ exclamation mark
Writing Composition
<ul style="list-style-type: none"> • Sequence sentences to form a short narrative. • Begin to use a 3-part narrative structure – <ol style="list-style-type: none"> 1. Beginning 2. Middle 3. Ending. • Use 'story language' e.g. <i>Once upon a time</i>'. • Sequence sentences to form a recount, instructions and a non-chronological report. • Say out loud what they are going to write about. • Record ideas on a given plan. • Compose a sentence orally before writing it. • Sequence sentences for a given purpose. • Re-read what they have written to check it makes sense.



YEAR 2

Grammar and Punctuation

- Explain that nouns are naming words.
- Identify nouns in sentences.
- Explain that verbs are doing, being or having words.
- Identify verbs in sentences.
- Explain that adjectives describe nouns.
- Identify adjectives in sentences.
- Explain that adverbs tell when or how e.g. *first, next, finally, quickly, suddenly*.
- Identify conjunctions in sentences e.g. *and, but, or, because, when, if*.
- Use noun phrases e.g. *the dog, my coat, some children*.
- Use expanded noun phrases for description and specification e.g. *the blue butterfly; a helpful man; some friendly kind children*.
- Use conjunctions including *and, but, or, because, when, if* to join sentences.
- Identify and use statements, questions, exclamations and commands.
- Use consistent 1st or 3rd person.
- Explain that verbs show whether a sentence is in the past tense or present tense.
- Make the correct choice to use past or present tense.
- Use the progressive form of verbs in the present and past tense to show an action in progress e.g. *Jane is walking; Jim was thinking*.
- Demarcate sentences with capital letters and full stops.
- Use question marks and exclamation marks when required.
- Use commas to separate items in a list.
- Begin to identify and use apostrophes to mark where letters are missing (contractions).
- Begin to identify and use apostrophes to show singular possession.

<p>Terminology:</p> <ul style="list-style-type: none"> ▪ noun ▪ verb ▪ adjective ▪ adverb ▪ noun phrase ▪ expanded noun phrase ▪ statement ▪ question 	<ul style="list-style-type: none"> ▪ exclamation ▪ command ▪ past progressive ▪ present progressive ▪ comma ▪ apostrophe ▪ contraction ▪ possession
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Writing Composition

- Use a 3-part narrative structure –
1. Beginning 2. Middle 3. Ending.
- Use descriptive language for characters and settings.
- Use given structures for writing to recount events, to inform and to instruct.
- Group related material into sections.
- Begin to use headings and sub-headings to aid presentation.
- Plan or say out loud what they are going to write about.
- Write down ideas and key words on a given plan, including new vocabulary.
- Orally rehearse sentences prior to writing.
- Evaluate their writing with the teacher / other children.
- Re-read their writing to check it makes sense.
- Proof-read to check for errors in spelling, grammar and punctuation.
- Proof-read to check for the correct use of verbs.



YEAR 3	
Grammar and Punctuation	
• Identify common nouns and proper nouns.	
• Explain that conjunctions join clauses together.	
• Explain that there are two types of conjunctions – coordinating conjunctions e.g. <i>and, but</i> , and subordinating conjunctions e.g. <i>while, because, when</i> .	
• Explain that prepositions are words that tell you where or when something is in relation to something else e.g. <i>in, on, under, before, after</i> .	
• Identify prepositions in sentences.	
• Explain that a phrase is a group of words that does not contain a verb.	
• Identify and use preposition phrases e.g. <i>in the corner; under the table; with brown hair</i> .	
• Explain that sentences are made up of clauses and can be single-clause or multi-clause.	
• Explain that clauses can be main clauses or subordinate clauses.	
• Know that a subordinate clause begins with a subordinating conjunction.	
• Know that a subordinate clause does not make a complete sentence on its own.	
• Use conjunctions in multi-clause sentences to show time – <i>when, before, after, while</i> - and cause – <i>so, because</i> .	
• Use prepositions for time e.g. <i>before, after</i> and place e.g. <i>in, under</i> .	
• Use adverbs to show time e.g. <i>next, soon</i> and cause e.g. <i>therefore</i> .	
• Use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel sound.	
• Identify and use simple and progressive past tense verb forms in sentences.	
• Identify and use simple and progressive present tense verb forms in sentences.	
• Identify and use apostrophes to mark where letters are missing (contractions).	
• Identify and use apostrophes to show singular possession.	
• Use inverted commas to punctuate direct speech with the reporting clause at the end.	
Terminology: <ul style="list-style-type: none"> ▪ common noun ▪ proper noun ▪ subordinating conjunction ▪ coordinating conjunction ▪ preposition ▪ preposition phrase ▪ clause 	<ul style="list-style-type: none"> ▪ single-clause sentence ▪ multi-clause sentence ▪ main clause ▪ subordinate clause ▪ inverted commas ▪ direct speech ▪ reporting clause
Writing Composition	
• Use a 5-part narrative structure – 1. Opening 2. Build-Up 3. Dilemma 4. Resolution 5. Ending.	
• Begin to use dialogue to advance the action.	
• Use a mixture of action and description.	
• Use given structures for writing to recount events, to inform, to instruct and to persuade.	
• Begin to organise paragraphs around a theme.	
• Use headings and sub-headings to aid presentation.	
• Use writing similar to that which they are writing as the basis of their plan.	
• Discuss and record ideas on a given plan.	
• Compose and rehearse sentences orally before writing.	
• Assess the effectiveness of their own writing and suggest improvements.	
• Suggest and make changes to grammar and vocabulary to improve consistency.	
• Proof-read and correct spelling and punctuation errors.	



YEAR 4
Grammar and Punctuation
<ul style="list-style-type: none"> • Explain that a determiner specifies a noun and goes before a noun or begins a noun phrase. • Identify determiners in sentences e.g. <i>those, three, a, the, many</i>. • Explain that a pronoun replaces a noun in a sentence. • Identify pronouns in sentences <i>he, she, it, their</i>. • Identify possessive pronouns e.g. <i>mine, yours, hers</i>. • Explain that adverbs tell when, how or where e.g. <i>outside, everywhere</i>. • Use a range of expanded noun phrases: <ul style="list-style-type: none"> ○ Including adjectives e.g. <i>the old man</i>. ○ Including nouns e.g. <i>a football match</i>. ○ Including preposition phrases <i>the teacher in the classroom</i>. ○ Combining adjectives / nouns / preposition phrases <i>the strict maths teacher with curly hair</i>. • Identify adverbial phrases within sentences e.g. <i>The cat moved quite quickly</i>. • Identify and use fronted adverbials for time, manner and place. • Extend the range of sentences with more than one clause (multi-clause sentences) by using a wider range of conjunctions – <i>although, since, as, until</i>. • Use subordinate clauses at the start of sentences. • Vary the position of the reporting clause in direct speech. • Use the present perfect form of verbs instead of the simple past. • Use inverted commas and other punctuation to indicate direct speech. • Explain the grammatical difference between plural -s and possessive -s. • Begin to use apostrophes to mark plural possession e.g. <i>the girls' jumpers; the children's lunches</i>. • Use commas after fronted adverbials. • Use a comma to demarcate sentences starting with a subordinate clause.
Terminology:
<ul style="list-style-type: none"> ▪ determiner ▪ pronoun ▪ possessive pronoun ▪ adverbial ▪ fronted adverbial ▪ present perfect ▪ plural possession
Writing Composition
<ul style="list-style-type: none"> • Use a 5-part narrative structure – 1. Opening 2. Build-Up 3. Dilemma 4. Resolution 5. Ending • Use dialogue to advance the action. • Use the senses within description. • Use given structures for writing to recount events, to inform, to instruct, to persuade and to explain. • Organise paragraphs around a theme. • Use simple organisational devices. • Select pronouns within and across sentences to aid cohesion and avoid repetition e.g. <i>John walked to the shop. He forgot his wallet.</i> • Use writing similar to that which they are writing to learn from structure, vocabulary and grammar. • Discuss and record ideas which are clearly sequenced. • Compose and rehearse sentences orally before writing. • Assess the effectiveness of their own and others' writing and suggest improvements. • Suggest and make changes to grammar and vocabulary, including the accurate use of pronouns. • Proof-read and correct spelling and punctuation errors.



YEAR 5
Grammar and Punctuation
<ul style="list-style-type: none"> • Explain that a modal verb is used to express a degree of possibility. • Identify modal verbs e.g. <i>would, might, can</i>. • Explain that a relative pronoun begins a relative clause. • Identify relative pronouns in sentences e.g. <i>who, that, where, which</i>. • Explain that adverbs tell when, how, where or possibility e.g. <i>surely, perhaps</i>. • Use subordinate clauses in a variety of positions in sentences e.g. at the start, embedded within. • Use relative clauses beginning with <i>who, which, where, when, whose, that</i>. • Indicate degrees of possibility using adverbs e.g. <i>perhaps, maybe</i> or modal verbs e.g. <i>might, could</i>. • Use the perfect form of verbs to mark relationships of time and cause. • Indicate parenthesis using brackets, dashes or commas. • Explain the effect of commas on the meaning of sentences. • Use commas to clarify meaning. • Use commas to mark clauses in sentences. • Use apostrophes to mark plural possession e.g. <i>the girls' jumpers; the children's lunches</i>.
Terminology:
<ul style="list-style-type: none"> ▪ modal verb ▪ relative pronoun ▪ relative clause ▪ past perfect ▪ parenthesis ▪ bracket ▪ dash
Writing Composition
<ul style="list-style-type: none"> • Use a 5-part narrative structure. • Begin to use non-linear narrative structures e.g. flashbacks. • Use 'show not tell' to convey character. • Begin to use figurative language e.g. simile and metaphor. • Vary sentence length for effect. • Use carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • Use an appropriate structure matched to the purpose. • Use a range of organisation and presentational devices to structure text and guide the reader. • Use cohesive devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly</i>. • Link ideas across paragraphs using adverbials of time, place and number or tense choices. • Begin to use adverbials for cohesion such as <i>however, therefore, furthermore</i>. • Use similar writing as a model for their own writing. • Choose the appropriate planning format and note initial ideas effectively. • Ensure the consistent and correct use of tense throughout a piece of writing. • Assess the effectiveness of their own and others' writing and suggest improvements to enhance effects and clarify meaning. • Proof-read and correct spelling and punctuation errors.



YEAR 6	
Grammar and Punctuation	
<ul style="list-style-type: none"> • Explain that synonyms are words with a similar meaning. • Explain that antonyms are words with an opposite meaning. • Explain that words can be used as a preposition and a conjunction e.g. <i>before, after, until</i>. • Explain that words can be used as both a noun and a verb e.g. <i>iron, match, slice</i>. • Identify the subject and object in a sentence. • Explain that active voice is where the subject performs the action on the object e.g. <i>The teacher marked the books</i>. • Explain that passive voice is where the subject has the action performed on them by the object e.g. <i>The books were marked by the teacher</i>. • Identify and use active and passive voice in sentences. • Identify formal and informal sentences. • Identify use of the subjunctive form e.g. <i>If I were</i> or <i>Were they</i>. • Use semi-colons, colons and dashes to mark the boundary between independent clauses. • Use colons to introduce a list. • Use semi-colons within lists. • Punctuate bullet points accurately. • Use hyphens to avoid ambiguity e.g. <i>recover, re-cover</i>. 	
Terminology: <ul style="list-style-type: none"> ▪ synonym ▪ antonym ▪ subject ▪ object ▪ active voice ▪ passive voice 	<ul style="list-style-type: none"> ▪ formal ▪ informal ▪ subjunctive ▪ semi-colon ▪ colon ▪ bullet points ▪ hyphen
Writing Composition	
<ul style="list-style-type: none"> • Choose and use linear and non-linear narrative structures. • Use figurative language e.g. simile and metaphor. • Integrate dialogue to advance the action / convey character. • Choose and use an appropriate structure matched to the purpose. • Draw on own reading to inform structural choices. • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and ellipsis. • Use synonyms / synonymous phrases to support cohesion. • Use adverbials for cohesion e.g. <i>on the other hand, in contrast, as a consequence, moreover, despite</i>. • Choose the appropriate planning format and note initial ideas effectively. • Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Write for a sustained period and maintain control over form and style. • Assess the effectiveness of their own and others' writing and suggest improvements to enhance effects and clarify meaning. • Proof-read and correct spelling and punctuation errors. 	