

Vocabulary, grammar and punctuation (Lake)

	Autumn	Spring	Summer
Word	Year 1 <ul style="list-style-type: none"> regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun 	Year 1 <ul style="list-style-type: none"> suffixes -ing, -ed and -er that can be added to verbs where no change is needed in the spelling of root words 	Year 1 <ul style="list-style-type: none"> how the prefix un- changes the meaning of verbs and adjectives
Sentence	Year 1 <ul style="list-style-type: none"> how words can combine to make sentences 	Year 1 <ul style="list-style-type: none"> joining words and joining clauses using and 	Year 1 <ul style="list-style-type: none"> joining words and joining clauses using and, but, because
Text	Year 1 <ul style="list-style-type: none"> begin to sequence a few sentences 	Year 1 <ul style="list-style-type: none"> sequencing sentences to form short narratives 	Year 1 <ul style="list-style-type: none"> no new content - consolidate
Punctuation	Year 1 <ul style="list-style-type: none"> separation of words with spaces introduction to capital letters and full stops to demarcate sentences capital letter for the personal pronoun I 	Year 1 <ul style="list-style-type: none"> introduction to question marks and exclamation marks to demarcate sentences capital letters for the names of people and places 	Year 1 <ul style="list-style-type: none"> no new content - consolidate
Terminology	Year 1 letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		

Vocabulary, grammar and punctuation (Coombe)

	Autumn	Spring	Summer
Word	<p>Year 1</p> <ul style="list-style-type: none"> regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun <p>Year 2</p> <ul style="list-style-type: none"> formation of nouns by compounding adding the suffix -es to nouns and verbs ending in y 	<p>Year 1</p> <ul style="list-style-type: none"> suffixes -ing, -ed and -er that can be added to verbs where no change is needed in the spelling of root words <p>Year 2</p> <ul style="list-style-type: none"> suffixes -ed, -ing, -er, -est and -y that can be added to verbs and adjectives where a change is needed in the spelling of root words 	<p>Year 1</p> <ul style="list-style-type: none"> how the prefix un- changes the meaning of verbs and adjectives <p>Year 2</p> <ul style="list-style-type: none"> formation of nouns using suffixes such as -ness, -er and adjectives using suffixes such as -ful, -less use of the suffix -ly to turn adjectives into adverbs
Sentence	<p>Year 1</p> <ul style="list-style-type: none"> how words can combine to make sentences <p>Year 2</p> <ul style="list-style-type: none"> expanded noun phrases for description and specification 	<p>Year 1</p> <ul style="list-style-type: none"> joining words and joining clauses using and <p>Year 2</p> <ul style="list-style-type: none"> subordination (using when, if, that, because) and coordination (using or, and, but) how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<p>Year 1</p> <ul style="list-style-type: none"> joining words and joining clauses using and, but, because <p>Year 2</p> <ul style="list-style-type: none"> subordination (using when, if, that, because) and coordination (using or, and, but)
Text	<p>Year 1</p> <ul style="list-style-type: none"> begin to sequence a few sentences <p>Year 2</p> <ul style="list-style-type: none"> begin to understand the difference between past and present tense 	<p>Year 1</p> <ul style="list-style-type: none"> sequencing sentences to form short narratives <p>Year 2</p> <ul style="list-style-type: none"> use of the progressive form of verbs in the present and past tense to mark actions 	<p>Year 1</p> <p>no new content - consolidate</p> <p>Year 2</p> <ul style="list-style-type: none"> correct choice and consistent use of present tense and past tense throughout writing
Punctuation	<p>Year 1</p> <ul style="list-style-type: none"> separation of words with spaces 	<p>Year 1</p> <ul style="list-style-type: none"> introduction to question marks and 	<p>Year 1</p> <p>no new content - consolidate</p>

	<ul style="list-style-type: none"> • introduction to capital letters and full stops to demarcate sentences • capital letter for the personal pronoun I <p>Year 2</p> <ul style="list-style-type: none"> • use of capital letters and full stops to demarcate sentences 	<p>exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> • capital letters for the names of people and places <p>Year 2</p> <ul style="list-style-type: none"> • use of question marks and exclamation marks to demarcate sentences • commas to separate items in a list 	<p>Year 2</p> <ul style="list-style-type: none"> • apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Terminology	<p>Year 1 letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Year 2 noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma</p>		

Vocabulary, grammar and punctuation (Forest)

	Autumn	Spring	Summer
Word	<p>Year 2</p> <ul style="list-style-type: none"> formation of nouns by compounding adding the suffix -es to nouns and verbs ending in y <p>Year 3</p> <p>formation of nouns using a range of prefixes including super-, anti- and auto-</p>	<p>Year 2</p> <ul style="list-style-type: none"> suffixes -ed, -ing, -er, -est and -y that can be added to verbs and adjectives where a change is needed in the spelling of root words <p>Year 3</p> <ul style="list-style-type: none"> word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<p>Year 2</p> <ul style="list-style-type: none"> formation of nouns using suffixes such as -ness, -er and adjectives using suffixes such as -ful, -less use of the suffix -ly to turn adjectives into adverbs <p>Year 3</p> <ul style="list-style-type: none"> use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Sentence	<p>Year 2</p> <ul style="list-style-type: none"> expanded noun phrases for description and specification <p>Year 3</p> <ul style="list-style-type: none"> expressing time, place and cause using adverbs [then, next, soon, so] using conjunctions [when, before, after, while, so, because] and prepositions [before, after, during, in because of] 	<p>Year 2</p> <ul style="list-style-type: none"> subordination (using when, if, that, because) and coordination (using or, and, but) how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Year 3</p> <p>no new content - consolidate</p>	<p>Year 2</p> <ul style="list-style-type: none"> subordination (using when, if, that, because) and coordination (using or, and, but) <p>Year 3</p> <ul style="list-style-type: none"> expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
Text	<p>Year 2</p> <ul style="list-style-type: none"> begin to understand the difference between past and present tense <p>Year 3</p> <ul style="list-style-type: none"> introduction to paragraphs as a way to group related material headings and sub-headings to aid presentation 	<p>Year 2</p> <ul style="list-style-type: none"> use of the progressive form of verbs in the present and past tense to mark actions <p>Year 3</p> <ul style="list-style-type: none"> consistent use of past and present tense throughout a piece of writing 	<p>Year 2</p> <ul style="list-style-type: none"> correct choice and consistent use of present tense and past tense throughout writing <p>Year 3</p> <ul style="list-style-type: none"> use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	<p>Year 2</p> <ul style="list-style-type: none"> use of capital letters and full stops to 	<p>Year 2</p> <ul style="list-style-type: none"> use of question marks and exclamation marks 	<p>Year 2</p> <ul style="list-style-type: none"> apostrophes to mark where letters are

	demarcate sentences	to demarcate sentences commas to separate items in a list Year 3 <ul style="list-style-type: none"> introduction to inverted commas to punctuate direct speech 	missing in spelling and to mark singular possession in nouns Year 3 no new content- consolidate
Terminology	Year 2 noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma Year 3 word family, root family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause, paragraph		

Vocabulary, grammar and punctuation (Spring)

	Autumn	Spring	Summer
Word	<p>Year 4 no new content - consolidate</p> <p>Year 5</p> <ul style="list-style-type: none"> use more complex determiners to quantify or qualify nouns verb prefixes to change meaning including dis, mis- or re- 	<p>Year 4</p> <ul style="list-style-type: none"> grammatical differences between plural and possessive -s. <p>Year 5</p> <ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes including -ate, -ise, -ify 	<p>Year 4</p> <ul style="list-style-type: none"> standard English forms for verb inflections (we were/ I did) <p>Year 5 no new content - consolidate</p>
Sentence	<p>Year 4</p> <ul style="list-style-type: none"> use fronted adverbials. Include subordinate clauses in sentences <p>Year 5</p> <ul style="list-style-type: none"> use relative clauses that start with: who, which, where, whose 	<p>Year 4</p> <ul style="list-style-type: none"> appropriate choice of pronoun or noun within the sentence to avoid ambiguity and repetition <p>Year 5 no new content - consolidate</p>	<p>Year 4</p> <ul style="list-style-type: none"> 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) <p>Year 5</p> <ul style="list-style-type: none"> indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	<p>Year 4</p> <ul style="list-style-type: none"> use paragraphs to organise ideas around a set theme <p>Year 5</p> <ul style="list-style-type: none"> use devices to build cohesion within a paragraph. 	<p>Year 4</p> <ul style="list-style-type: none"> choose appropriate pronouns and nouns across sentences <p>Year 5</p> <ul style="list-style-type: none"> 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] 	<p>Year 4 no new content - consolidate</p> <p>Year 5 no new content - consolidate</p>

Punctuation	<p>Year 4</p> <ul style="list-style-type: none"> • use commas after fronted adverbials • use of speech marks to punctuate direct speech. <p>Year 5</p> <ul style="list-style-type: none"> • use commas to clarify meaning 	<p>Year 4</p> <ul style="list-style-type: none"> • apostrophes to mark singular and plural possession. <p>Year 5</p> <ul style="list-style-type: none"> • use brackets, dashes and commas for parenthesis 	<p>Year 4</p> <p>no new content - consolidate</p> <p>Year 5</p> <p>no new content - consolidate</p>
Terminology	<p>Year 4</p> <p>pronoun, paragraph, possessive pronoun, adverbial, fronted adverbial, clause, subordinate clause</p> <p>Year 5</p> <p>relative clause, parenthesis, relative pronoun, relative clause, dash, brackets, determiner, cohesion, ambiguity, modal verb</p>		

Vocabulary, grammar and punctuation (Mill)

	Autumn	Spring	Summer
Word	<p>Year 5</p> <ul style="list-style-type: none"> use more complex determiners to quantify or qualify nouns verb prefixes to change meaning including dis, mis- or re- <p>Year 6 no new content - consolidate</p>	<p>Year 5</p> <ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes including -ate, -ise, -ify <p>Year 6</p> <ul style="list-style-type: none"> the difference between vocabulary typical of formal and informal speech and vocabulary appropriate for formal or informal writing 	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> how words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	<p>Year 5</p> <ul style="list-style-type: none"> use relative clauses that start with: who, which, where, whose indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Year 6 no new content - consolidate</p>	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> use expanded noun phrases that convey complicated information more concisely the difference between structures typical of informal speech and formal speech/writing use the passive voice to affect presentation of information 	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> the use of the subjunctive in very formal writing use prepositional phrases to add detail to sentences
Text	<p>Year 5</p> <ul style="list-style-type: none"> use devices to build cohesion within a paragraph. 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] 	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of words or phrases) grammatical connections (use of adverbials) elision (the omission of sounds in informal speech) Layout 	<p>Year 5 no new content - consolidate</p> <p>Year 6 no new content - consolidate</p>

	<p>Year 6 no new content- consolidate</p>	<p>devices to add structure to writing</p> <ul style="list-style-type: none"> link independent clauses using colons or semicolons ensure verb forms are used accurately, including where selected specifically for effect 	
Punctuation	<p>Year 5</p> <ul style="list-style-type: none"> use commas to clarify meaning use brackets, dashes and commas for parenthesis <p>Year 6</p> <ul style="list-style-type: none"> punctuation of bullet points 	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> use colons, semi-colons and dashes to mark boundary between independent clauses use of the colon to introduce a list and use of semi-colons within lists 	<p>Year 5 no new content - consolidate</p> <p>Year 6</p> <ul style="list-style-type: none"> use hyphens to avoid ambiguity
Terminology	<p>Year 5 relative clause, active voice, passive voice, parenthesis, relative pronoun, relative clause, dash, brackets, determiner, cohesion, ambiguity</p> <p>Year 6 modal verbs, subject and object, hyphen, synonym, antonym, colon, semi-colon, dash, bullet points, cohesion, elision, formal, informal, prepositional phrase</p>		