

Year 1 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
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| Word | Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] |
| Sentence | How words can combine to make sentences. Joining words and joining clauses using <i>and</i> . |
| Text | Sequencing sentences to form short narratives. |
| Punctuation | Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun <i>I</i> . |
| Terminology for Pupils | Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark |

| T1 | T2 | T3 | T4 | T5 | T6 |
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| <ul style="list-style-type: none"> - Sentence structures – CL and FS. - CL for names of people. - Word recognition – things, objects and places. - Regular plural noun suffixes. - read and write verbs in progressive form e.g. <i>I am playing; She was looking.</i> | <ul style="list-style-type: none"> - Adjectives – use describing words; understand the terms <i>describe</i> and <i>describing words</i>. - Identify and use the past tense, teaching spelling of words ending in <i>ed</i>, showing how things have happened in the past. - Expand sentences using the words <i>and</i> or <i>because</i>. | <ul style="list-style-type: none"> - CL for names of places e.g. town, county, country. - Know that the personal pronoun 'I' has a CL, and use in own writing. - Understand the terms question and exclamation, how they are punctuated in sentences, and apply. - Introduce the term conjunction, understand its meaning and apply. Associate previous learning to expand sentences and to include <i>or</i>, <i>when</i> and <i>but</i> (previously learned <i>and</i> and <i>because</i>). | <ul style="list-style-type: none"> - Understand the term verb to structure talk about actions; identify action/doing words; include doing and being words when composing sentences. - Introduce and model simple sentences using both present, progressive and past tense verb forms e.g. <i>The dog looks; The dog is looking; The dog looked;</i> | <ul style="list-style-type: none"> - Reinforce words which describe things, saying and writing describing words to describe things, places or people. - Know when a sentence gives information or instruction. - Write simple instructions. - Respond to incorrect subject/verb agreement (with a focus on oral correction) e.g. '<i>I done</i>' – '<i>You did that, did you?</i>' - Read and write common irregular past tense verbs e.g. <i>came, was, took</i> | <ul style="list-style-type: none"> - Understand and use adverbs such as <i>kindly, fast, carefully, crossly</i>, which describe how an action is done; - Use adverbs to describe people's actions. - Continue to identify past tense verb forms; build bank of past tense words child can write e.g. <i>looked, gave, ate, was, came, found, hid, made.</i> - Understand how the prefix <i>-un</i> can alter the meaning of verbs and adjectives. |

Year 2 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
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| Word | Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English. Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. |
| Sentence | Subordination (using when, if, that, because) and co-ordination (using or, and, 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. |
| Text | Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. |
| Punctuation | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. |
| Terminology for Pupils | noun, noun phrase statement question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma |

| T1 | T2 | T3 | T4 | T5 | T6 |
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| <ul style="list-style-type: none"> -Recall accurate use of CL, FS, ? and ! in sentences and apply. -Introduce the term <i>noun</i> which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL. -Introduce term co-ordinating conjunction and apply conjunctions <i>and, or, but</i>. -Be familiar with the idea of present tense and past tense verb forms. | <ul style="list-style-type: none"> -Use adjectives to describe nouns e.g. <i>a rough stone</i>. -Write noun phrases to add interest to written expressions. -Write sentences that include a subordinating conjunction, subordination, using conjunctions <i>when, if</i> and <i>because</i>. -Model, understand and apply present, progressive and past tense verb forms e.g. <i>The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</i> | <ul style="list-style-type: none"> -Revise the term verb. Identify verbs, both 'doing' and 'being' words, and apply. - Identify statements which give facts or information; make choices about whether sentences are statements or not. - Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. <i>'We was' - 'Were you?' or 'I done' - 'You did, did you?'</i> -Use a comma to separate items in a list. | <ul style="list-style-type: none"> -Identify and apply adverbs ending in 'ly' to describe how verbs are done. - Find and form noun phrases and verbs in written sentences. - Independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions. - Expand range of common irregular past tense verbs which can be spoken, read and written. | <ul style="list-style-type: none"> -Cloze procedure sentences – select a suitable adjective / verb / noun. -Sentences – identify the noun / adjective / verb / adverb. -Increase complexity by including a higher level of challenge or abstraction. -Change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense. | <ul style="list-style-type: none"> - Consolidate learning. - Reinforce use of subordinate conjunctions. - Continue to identify present and past tense verb forms. - Play games to reinforce understanding of the four sentence functions; identify given sentences; compose different sentence types. |

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| | | - Apply contractions in writing e.g. <i>can't</i> , <i>didn't</i> . | | -Identify and use apostrophe to mark singular possession. | |
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Year 3 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
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| Word | Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] |
| Sentence | Expressing time, place and cause using conjunctions [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] |
| Text | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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 | Introduction to inverted commas to punctuate direct speech |
| Terminology for Pupils | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') |

| T1 | T2 | T3 | T4 | T5 | T6 |
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| review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places | introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; consolidate meaning of vowel and consonant | identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences | find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards | confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions | also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. <i>Do they make the sentence stronger? How?</i> |
| model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag | | write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement | | make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy | |
| during shared writing, model a range of sentence structures, some which include | collect a bank of coordinating and subordinating | express time, place and cause using a range of conjunctions e.g. <i>when, before, after, while, so, because</i> ; become more confident to identify the main clause and subordinate clause during shared reading, | | practise using adverbials to open some sentences; know how to use the comma accordingly; | use a growing range of conjunctions to confidently join ideas within sentences; identify |

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| subordination; play 'Is it a sentence or not?' regularly | conjunctions; identify the main clause | shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards | | discuss and evaluate chosen conjunctions | conjunctions in texts and own writing |
| revise words in the past tense with regular <i>ed</i> suffix; revise words ending in <i>ing</i> – progressive form | collect a bank of irregular past tense verb forms; change these from present to past e.g. <i>catch/caught</i> ; match word cards | identify the tense of a given extract; convert sentences from one tense to another; continue to build irregular verb bank | sometime use the present /past perfect e.g. <i>He has/had gone out to play</i> , with a focus on spoken accuracy first | maintain consistency of tense in narrative / report writing; practise further contexts for present and past perfect verb forms | increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading |
| identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans | revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns | learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to simple dictated sentences | know how to use the comma before closing inverted commas, in direct speech; continue to use apostrophes in a range of contexts | demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for omission and possession | begin to use a comma to separate main clause from subordinate clause; match words in contracted form to their equivalent e.g. <i>could've</i> = <i>could have</i> |
| revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies</i> ; collect a bank of nouns using the suffixes <i>ness, er</i> and <i>tion</i> ; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary | | learn to read and spell some words with a prefix, discussing what that prefix means e.g. <i>super-</i> , <i>anti-</i> , <i>dis-</i> , <i>mis-</i> , <i>in-</i> ; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing | | refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary | |
| revise correct use of adverbs, to conform to Standard English e.g. <i>She ran quickly; they did well</i> ; role-play the voice of a king / mayor / duchess, using formal language | | identify the subject of a sentence; make sure verb matches the subject e.g. <i>We were going; Where were you? They did their homework.</i> | | in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally | |

Year 4 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
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| Word | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] |
| Sentence | 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). Fronted adverbials [for example, Later that day, I heard the bad news.] |
| Text | Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] . Use of commas after fronted adverbials. |
| Terminology for Pupils | determiner pronoun, possessive pronoun adverbial |

| T1 | T2 | T3 | T4 | T5 | T6 |
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| review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums | introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing | ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, every</i> ; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i> | vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context | identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. <i>my, your, her, their</i> | also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; play games to consolidate four key word classes |
| compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation | | play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands | | independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing | |
| during shared writing, model and identify a range of sentence structures, including | readily identify the main clause and subordinate clause; sometimes swap their position within the | during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. <i>however, secondly, when, before, after, while,</i> | | discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could | make successful choices when composing sentences, according to the genre; read own |

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| some which include subordination; revise role of conjunctions | sentence; collect a bank of further 'time connectives' | <i>because of, due to, as a result of</i> , or the use of fronted adverbials; play games to select conjunctions in given contexts | | other words fulfil the same purpose? | writing aloud to an audience, as part of evaluation process |
| revise the present perfect / past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy; sort sentence cards between simple / perfect tense | revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned | identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading | write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form | maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms | increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another |
| revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts | revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i> | revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences | model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice | demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation | during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense |
| collect nouns made from verbs using the suffixes -ation and -sion e.g. <i>admiration, decision</i> ; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics | | define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; discuss adverbials in own and others' writing; collect conjunctions in a journal | | refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings | |
| revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. <i>Where were / was you?</i> | | identify, discuss and correct sentences which contain a double negative e.g. <i>Don't nobody get on the bus</i> ; model accurate use of Standard English in dictated sentences | | in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language | |

Year 5 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
|---|---|
| Word | Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] |
| Sentence | Relative clauses beginning with who, which, where, when, 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] |
| Text | Devices to build cohesion within a paragraph [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] |
| Punctuation | Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. |
| Terminology for Pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

| T1 | T2 | T3 | T4 | T5 | T6 |
|---|--|---|---|---|---|
| review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i> ; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes | identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases | find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. He was <i>in bed</i> / I met them <i>after the party</i> . | model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences | use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught | also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?</i> ; <i>How?</i> ; play games to consolidate word classes |
| play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts | | identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark | | identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation | |
| during shared writing, model relative clauses in which the relative pronoun refers back to | collect a bank of relative pronouns (/ conjunctions) in writing journal e.g. <i>which, who, that</i> ; dictate sentences | identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts | | provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out | write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate |

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| the noun e.g. <i>That's the boy who lives next door.</i> | which include relative clauses | e.g. <i>the day after, eventually, all of a sudden</i> ; highlight cohesive devices in non-fiction and fiction texts | | non-fiction texts appropriately | formal and informal sentences |
| identify modal verbs in sentences e.g. <i>could, may</i> , (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty; revise spellings of regular and irregular past tense verbs | edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i> | identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1 st or 3 rd person in shared or guided reading, and discuss tenses used | experiment with writing from 1 st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense | maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences which include modal verbs | increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms useful and relevant to own writing |
| model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear | revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i> | edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; use punc' fans | use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans | use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation | read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity |
| discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>tolerance (tolerant)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus | | define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> ; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal | | refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings | |
| revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i> | | identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i> | | in spoken and written contexts, apply known rules of Standard English to practise formal language | |

Year 6 GPV Coverage

| Statutory Required Detail of Content to be Introduced | |
|---|---|
| Word | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [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]. |
| Sentence | Use of the passive 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: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>] |
| Terminology for Pupils | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |

| T1 | T2 | T3 | T4 | T5 | T6 |
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| sort banks of nouns to identify common, proper, collective and abstract e.g. <i>strength, horror</i> ; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. <i>hollow</i> | identify synonyms and antonyms; identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect | find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time | practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing | use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing | |
| play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation | | identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; | | identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence | |

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| of sentence types to interest the reader; identify rhetorical questions in texts | | choose whether a question is reported or whether it needs a ? e.g. <i>He asked her to sit down.</i> | | types when writing dialogue, in order to show character or advance the action | |
| during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i> | identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences | identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph | | write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences | read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems |
| identify modal verbs in sentences e.g. <i>should, may, (also adverbs e.g. possibly)</i> ; discuss their degree of certainty; revise spellings of a wide set of regular and irregular past tense verbs e.g. <i>bought, brought</i> | edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i> | identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person in shared or guided reading; discuss the effect of the tense used; dictate sentences which model different verb forms | convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i> ; edit and improve given examples | compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts | employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1 st or 3 rd person when reading |
| use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear | model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences | identify and model use of hyphen e.g. <i>man-eating shark</i> ; revise use of possessive apostrophe for singular plural nouns e.g. <i>Tom's pen, factories' chimneys, children's pet</i> | use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans | use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity | |
| discuss and collect further nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>innocence (innocent)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus | define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary | | refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings | | |
| confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement | identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i> | | apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i> | | |

