

<u>Discipline</u>	<u>Proportion of time</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b>Punctuation</b>	High – 25% of curriculum	<p><u>Expect</u> CL and full stops, CL for proper nouns (including personal pronoun I), question marks, exclamation marks</p> <p><u>Teach</u> Commas in a list Apostrophes for omission and single possession</p>	<p><u>Expect</u> Question marks Exclamation marks Commas in lists Apostrophe for possession singular words</p> <p><u>Revisit</u> Fully secure capital letter use including for proper nouns</p> <p><u>Teach</u> Speech marks, (inverted commas) around direct speech secure Begin apostrophe for possession with plural words, (understanding of difference with s for plural) Commas after fronted adverbials</p> <p><i>Using correctly/ explaining rules for above in simple terms</i></p>	<p><u>Expect</u> Question marks Exclamation marks Fully secure capital letter use including for proper nouns Understanding of difference with s for possession and to pluralise</p> <p><u>Revisit</u> Commas in lists and after fronted adverbials Apostrophe for possession singular words and now plural words</p> <p><u>Teach</u> Secure all aspects of speech punctuation as priority</p> <p>Introduce brackets Bullet points Ellipsis</p>	<p><u>Expect</u> Exclamation and question marks Apostrophe for possession – singular Fully secure capital letter use including for proper nouns Commas in list and after fronted adverbials</p> <p><u>Revisit</u> Full speech punctuation Apostrophe for possession – plural</p> <p><u>Teach</u> Dashes, commas and brackets for parenthesis</p> <p>Colon Semi colon Dashes, commas to mark the boundary of independent clauses (Eg- It’s raining; I’m fed up)</p> <p>Colon to introduce a list, semi colon in lists</p> <p>Commas – to mark clauses (clarify/ avoid ambiguity) and</p>

				<i>Using correctly/ explaining rules for above</i>	<p>understanding how they can change meanings of sentences</p> <p>Bullet points to list information</p> <p><i>Explaining processes/ use of/ rules/ impact of punctuation</i></p>
<b>Grammatical terms/ word classes</b>	High 25% of curriculum	<p><u>Expect</u> Noun Noun Phrase Adjective Verb</p> <p><u>Teach</u> Noun phrase recap Introduce expanded noun phrase Adverb Subordinating conjunction (when, if, that, because) Coordinating conjunction (or, and, but)</p>	<p><u>Expect</u> Noun Noun phrase Adjective Adverb Expanded noun phrase</p> <p><u>Revisit</u> Coordinating conjunctions – or and but Subordinating conjunctions – because, when, if that Adverb</p> <p><u>Teach</u> Conjunctions to express time/ place/ cause (eg – when, before, after, while, so because)</p> <p>Prepositions</p>	<p><u>Expect</u> Adverb Preposition Noun Noun phrase Adjective Adverb Expanded noun phrase</p> <p><u>Revisit</u> Conjunctions to express time/ place/ cause (eg – when, before, after, while, so because)</p> <p><u>Teach</u> Coordinating conjunctions (FANBOYS) extend to more complex ones – however etc ..</p>	<p><u>Expect</u> Determiner Article Pronoun Possessive pronoun Adverbial Adverb Preposition Noun Noun phrase Adjective adverb Expanded noun phrase</p> <p><u>Teach</u> Full knowledge of co-ordinating and subordinating conjunctions – recognising them and using them in missing word questions</p>

				<p>Subordinating conjunctions (expect because, when, if that) extend to more complex ones</p> <p>Determiner Article Pronoun Possessive pronoun Adverbial</p>	<p>Relative pronoun Subject Object (verb)</p>
<b>Verb forms, tense and consistency</b>	Relatively high	<p><u>Teach</u> Present and past identification Progressive form of verbs for present and past: is – ing, was –ing</p>	<p><u>Expect</u> Past and present identification Progressive past and present</p> <p><u>Teach</u> Past and present tense</p> <p>Modal verbs awareness to begin</p> <p>Use of present perfect form of verbs instead of simple past tense, (eg – he has gone out to play contrasted with he went out to play)</p>	<p><u>Teach</u> Present perfect Progressive Simple Past, present and future</p> <p>Modal verbs</p>	<p><u>Expect</u> Simple, perfect and progressive verb form in past, present and future.</p> <p><u>Teach</u> Subjunctive form</p> <p>Modal verbs and understanding probability</p> <p>Passive/ active verb forms and recognising passive/ active sentences</p>

<b>Functions of sentences</b>	Relatively high	<u>Expect</u> Question Sentence  <u>Teach</u> Appropriate to age Question Statement Exclamation (how/ what) Commands	Appropriate to age Question Statement Exclamation (how/ what) Commands	Appropriate to age Question Statement Exclamation (how/ what) Commands	Appropriate to age Question Statement Exclamation (how/ what) Commands
<b>Combining words, phrases and clauses</b>	Relatively high	<u>Expect</u> Using 'and'  <u>Teach</u> Subordinating conjunction (when, if, that, because) Coordinating conjunction (or, and, but)  Introduce expanded noun phrase (a.a n p)  Main clause	<u>Expect</u> Main clause  <u>Teach</u> Know what a clause is Know subordinate clause Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, (eg – the teacher expanded to: the strict maths teacher with curly hair)	<u>Expect</u> Main clause Subordinate clause  <u>Revisit</u> Expanded noun phrases  <u>Teach</u> Fronted adverbials, (eg – later that day, I heard the bad news)  Appropriate use/ choice of noun/ pronoun across sentences Knowing the difference between a phrase and a clause	<u>Expect</u> Expanded noun phrases Fronted adverbials, (eg – later that day, I heard the bad news)  <u>Teach</u> Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (eg – the praise I want, the boy next door)  Identify active/ passive sentences and change them to the other, (eg – I broke the window in the greenhouse vs The window in the greenhouse was broken (by me)) Prepositional phrase

					Recognise cohesive devices, (eg – repetition of a word/ phrase, adverbials, (on the other hand), language such as then, after, first etc
<b>Vocabulary and links to spelling</b>	Medium	<p><u>Expect</u> Plurals How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><u>Teach</u> Using suffixes to create nouns and adjectives – compounding, -ful, -less, -er, est Creating adverbs –ly Apostrophes for omission</p>	<p><u>Expect</u> Using suffixes to create nouns and adjectives</p> <p>Word families (see Appendix 2 of curriculum)</p> <p><u>Revisit</u> Apostrophe for contractions</p> <p><u>Teach</u> Prefixes and suffixes using spelling scheme. Inc noun prefixes such as super, anti, auto</p>	<p><u>Teach</u> Apostrophe for contractions and return to their expanded forms</p> <p>Synonyms and antonyms</p> <p>Introduce root words and meanings</p> <p>Prefixes and suffixes using spelling scheme</p> <p>The grammatical difference between plural and possessive -s</p>	<p><u>Expect</u> Apostrophe for contractions and return to their expanded form Understanding of synonyms and antonyms</p> <p><u>Teach</u> Spelling with hyphens</p> <p>Synonyms and antonyms development</p> <p>Secure root word and meanings – increase variety/ knowledge</p> <p>Prefixes and suffixes using spelling scheme Inc converting nouns and adjectives to verbs using suffixes such as -ate, -ise, ify</p>

<p><b>Standard English and formality</b></p>	<p>Ensure covered</p>	<p>a/an for consonants and vowels</p>	<p>Using an appropriate a/ an for words with consonant/ vowel</p> <p>Plural were/singular was</p>	<p>Revisit Subject-verb agreement (standard English – we were not we was)</p> <p>Expect Using an appropriate a/ an for words with consonant/ vowel</p>	<p>Formal/ informal language understood</p> <p>Expect fully correct standard English</p> <p>Correct use of I/ me</p> <p>The difference between structures typical of informal/ formal speech – (e.g. – use of question tags, He’s your friend, isn’t he? Or use of subjunctive forms such as If I were or were they to come in formal writing or speech)</p>
<p><b>Terminology</b></p>		<p>Noun, noun phrase, expanded noun phrase Subordinating + Coordinating conjunctions Adjectives Adverb, verb tense (past, present, progressive) Statement, question, exclamation, command Compound, suffix Apostrophe, comma</p>			