

# Class 2: Year 1 - Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences	Co-ordination and Subordination	Sentence Types	Nouns and Noun Phrases	Adverbials	Verbs
National Curriculum Content:How words combine to make sentences.Introduction to capital letters, full stops to demarcate sentences.Capital letters for names and for the personal pronoun. Sequencing sentences to 	National Curriculum Content:Joining words and joining clauses using and. Introduction to capital letters, full stops to demarcate sentences.Pupils need to:Understand that we can use and to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. Jack and Jill went up the hill. Both Jack and Jill are acting in the same way. Fred was tired and hungry.)Understand that we can join two sentences together using the word and; when this happens we will only need one full stop at the end.Understand that and means	National Curriculum Content:Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.Pupils need to:Understand that there are different types of sentences, which have different end punctuation.1.understand that there are different types of sentences, which have different end punctuation.	National Curriculum Content: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.How the prefix un- changes the meaning of adjectives (negation, for example, unkind).Pupils need to:Understand what the nouns in sentences are and how to form the plurals (link to spelling teaching).Understand that nouns can be people, places or things understand that adjectives can be added to a noun to give more detail.	National Curriculum Content: None Pupils need to: There are no assessment criteria at Y1, but in order to understand how to express position and time, pupils need to understand the meanings of many common prepositions, including between, on top of, afterwards, across. 1.learn how to talk about where things are. 2. learn how to talk about when things have happened. This can link to work on past tense verbs.	National Curriculum Content: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 un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing: untie the boat).Pupils need to:Understand that a sentence contains information about someone or something that 'does', 'is' or 'has' something.Begin to understand the concept of present and past tense, and use this understanding orally.
	we are adding information.				



			A.
Ask and answer questions	Understand that,	Understand that opposites	Spell the suffixes -ing and -
about the information in a	although these structures	can be created by using the	ed.
sentence.	occur in a 'stream' in	prefix un- to adjectives.	
	speech, it is important		1.understand that a
Talk about the sentences	not to use too many	1.understand what	sentence contains
they have written and	clauses in one sentence.	the nouns in	information about
explain why they are		sentences are and	someone or something
sentences.	Orally rehearse sentences	how to form the	that 'does', 'is' or 'has'
	, punctuate either orally or	plurals (link to spelling	something.
Recognise a full stop.	with an action.	teaching). Understand	2.As above
recognise a fuil stop.		that nouns can be	3. begin to understand
	1.understand that we can	people, places or	the concept of
Understand that a written	use and to add two words	things.	present and past
sentence starts with a capital	together in a sentence,	2.understand what	tense, and use this
letter and ends with a full	when those two things are	the nouns in	understanding orally.
stop.	acting or being affected in	sentences are and	Spell the suffixes -ing
	the same way (e.g. Jack	how to form the	and <i>-ed</i> .
Punctuate either orally or	and Jill went up the hill.	plurals (link to spelling	4. Spell the suffixes -ing
with an action.	Both Jack and Jill are acting	teaching).	and -ed.
	in the same way. Fred was	3.understand that adjectives	
1.	tired and hungry.)	can be added to a noun to	
-orally rehearse sentences	Understand that and	give more detail.	
-understand that we write in	means we are adding	4.understand that opposites	
units of meaning called	information.	can be created by using the	
sentences	2.understand that we can	prefix un- to adjectives.	
-understand that a	join two sentences		
sentence contains	together using the word		
information about	and; when this happens		
someone or something	we will only need one full		
that does, is or has	stop at the end.		
something; it may	Understand that <i>and</i> means		
include where, when or	we are adding information.		
how this happens	-		
	Understand that,		
-ask and answer questions	although these structures		
about the information in a	occur in a 'stream' in		
sentence	speech, it is important		
-talk about the sentences	not to use too many		
they have written and	clauses in one sentence.		
explain why they are	3.understand that we can		
sentences.	join two sentences together		
2.understand that a	using the word and; when		

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sentence contains this happens we will only	
information about need one full stop at the	
someone or something end.	
that <i>does, is</i> or <i>has</i> Understand that <i>and</i> means	
something; it may we are adding information.	
include where, when or Understand that,	
how this happens. although these structures	
3. recognise a full stop. occur in a 'stream' in	
Understand that a written speech, it is important	
sentence starts with a capital not to use too many	
letter and ends with a full clauses in one sentence.	
stop Punctuate either orally Orally rehearse sentences.	
or with an action. Write a Punctuate either orally or	
sequence of sentences in with an action.	
fiction or information.	
4.practise forming	
sentences using different	
grammatical elements.	
Sentences must have at	
least a subject and verb.	

# Class 2: Year 2 – Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Different ways to construct sentences (Y2 Revision)	Co-ordination and Subordination	Sentence Types	Nouns and Noun Phrases	Adverbials	Verbs
National Curriculum Content:	National Curriculum Content:	<u>National Curriculum</u> <u>Content:</u>	National Curriculum Content:	National Curriculum Content:	National Curriculum Content:
How <b>words</b> combine to make <b>sentences</b> .	Subordination (using when, if, that, because) and co- ordination (using or, and,	How the grammatical patterns in a sentence indicate its function as a	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i> and by	Use of - <i>ly</i> in standard English to turn adjectives into adverbs.	Correct choice and consistent use of <b>present tense</b> and <b>past</b>
Introduction to capital letters, full stops to	but).	statement, question, exclamation or command.	compounding (for example, <i>whiteboard</i> ,	Pupils need to:	<b>tense</b> throughout writing.



demarcate <b>sentences</b> .	Use of capital letters, full	Use of capital	superman).		Use of the <b>progressive</b> form
demarcate sentences.	stops to demarcate	letters.	supermanj.	Understand that the suffix	of verbs in the present and
	sentences.	full stops,	Formation of adjustices	-ly makes a word that	past tense to mark actions in
Capital letters for names and	sentences.	question	Formation of <b>adjectives</b>	describes how or when	progress (for example, she is
for the personal <b>pronoun</b> .	Pupils need to:	marks	using <b>suffixes</b> such as <i>-ful, -</i>		drumming, he was shouting).
Sequencing sentences to	<u>Pupils need to.</u>	exclamation	less.	something happens (linked	aranning, ne was snouting).
form short narratives.	Understand that we can	marks to		to the verb) in a sentence	Pupils need to:
		demarcate	Use of the <b>suffixes</b> -er, -est in	(e.g. quickly, suddenly,	Pupils need to:
Pupils need to:	join two sentences	sentences.	adjectives.	happily).	
	together using the words	sentences.			Understand that any verb
Orally rehearse sentences.	and, or, but; when this	Pupils need to:	Expanded <b>noun phrases</b>	Understand that an adverb	can be written in a different
	happens, we have	<u>Pupils need to.</u>	for description and	can add detail to a sentence.	tense.
Understand that we write in	constructed one sentence	Understand that	specification (for		
units of meaning called	with two clauses (a	there are different	example, the blue	1.understand that the	Be able to identify if a verb is
sentences.	compound sentence).	ways of forming a	butterfly, plain flour, the	suffix -ly makes a word	written in the past or present
		sentence (questions,	man in the moon).	that describes how or	tense.
Understand that a	Understand the	statements,	,	when something happens	
sentence contains	meaning of	exclamations,	Commas to separate items in	(linked to the verb) in a	Understand that the verb in a
information about	these	commands) and be	a list.	sentence (e.g. quickly,	sentence is frequently more
someone or something	conjunctions:	able to talk about		suddenly, happily).	than one word (a verb
that <i>does, is</i> or <i>has</i>	and = addition,	what makes them	American has to move	2. As above	phrase).
something; it may	<i>but</i> = contrast,	different.	Apostrophes to mark	3.understand that when	
include <i>where</i> , <i>when</i> or	or = alternative	unerent.	singular possession in nouns	adjectives end in y, we need	Understand that there are
how this happens.			(for example,	to change the <i>y</i> to an <i>i</i> before	different ways of
	Understand that when	Understand that questions	the girl's name).	adding -ly to make an	expressing the past and
Ask and answer questions	a subject is repeated, it	can be constructed in		adverb.	present tenses (e.g. past
about the information in a	can either be replaced	different ways.	Pupils need to:	4. understand that an adverb	simple and past
sentence.	with a pronoun or			can add detail to a sentence.	progressive: <i>he ran, he was</i>
sentence.	omitted: George loves	Be able to tell the difference	understand that a group	5.As above	running; present simple
	chocolate but (he)	between questions and	of words can work	6.understand that an	and present progressive: he
Talk about the sentences	hates ice cream.	exclamations beginning with	together to fill the noun	adverb can add detail to a	runs, he is running).
they have written and		what and how.	slot in a sentence and	sentence. (Introduce the	, 3,
explain why they are	Extend sentences using		that this is called a noun	use of adverbs to intensify	Know how to use the verb <i>to</i>
sentences.	subordinating	Understand how to	phrase	the meaning of the	<i>be</i> to create progressive
	conjunctions such as	punctuate different sentence		adjective, e.g. very,	forms
Recognise a full stop.	when, if, that, because	types.	understand that a noun	extremely, or reduce the	maintain choice of tense
	and be able to talk about		phrase can be replaced with	effect, e.g. fairly, quite.	throughout writing for
Understand that a written	how they affect the	1.understand that	a pronoun	The key question word	cohesion.
sentence starts with a capital	meaning of the sentence	there are different		used will be how, since	concolor.
letter and ends with a full	understand that when, if,	ways of forming a	understand how to construct	these types of adverbs	1.understand that any verb
stop.	because (and others) can	sentence (questions,	a noun phrase using	usually describe how much	can be written in a different
	start sentences.	statements,	determiners, adjectives and	or how often.)	
		· ·	-		



Punctuate either orally or		exclamations,	nouns (e.g.	7.understand that an	tense. Be able to identify if a
with an action.	1.understand that we can	commands) and be	My naughty, mean	adverb can add detail to	verb is written in the past or
	join two sentences together	able to talk about	sister)	a sentence. (Adverbs	present tense.
1.	using the words and, or, but;	what makes them		can help a reader by	2.understand that the verb in
-orally rehearse sentences	when	different.	understand how commas are	giving advice in	a sentence is frequently
-understand that we write in	this happens, we have	2.As above – Statements -	used in lists of adjectives and	instructions and	more than one word (a verb
units of meaning called	constructed one sentence	and understand how to	noun phrases	providing sequencing.)	phrase) Understand that
sentences	with two clauses (a	punctuate different sentence			there are different ways of
-understand that a	compound sentence)	types.	understand how		expressing the past and
sentence contains	Understand the	3.As above –	adjectives can be used in		present tenses (e.g. past
information about	meaning of	Questions	different places in a		simple and past progressive:
someone or something	these	4. As above –	sentence: before the		he ran, he was running;
that <i>does, is</i> or <i>has</i>	conjunctions:	Commands	noun ( <i>My naughty sister</i> )		present simple and present
something; it may	and = addition,	5. As above –	and after the verb (My		progressive: he runs, he is
include <i>where, when</i> or	but = contrast,	Exclamations	sister is naughty)		running). Know how to use
how this happens	or = alternative				the verb <i>to be</i> to create
-ask and answer questions	Understand that when		understand how adding		progressive forms.
about the information in a	a subject is repeated, it		suffixes to a word can change		3.As above
sentence	can either be replaced		the meaning and/or the		4.As above and know how to
-talk about the sentences	with a pronoun or		word class		use the verb <i>to be</i> to create
they have written and	omitted: George loves		(e.g. happy – happiness,		progressive forms.
explain why they are	chocolate but (he) hates ice cream.		climb – climber, play –		5.As above and know how to
sentences.	2.extend sentences using		playful) and how nouns		use the verb <i>to be</i> to create
2.understand that a	subordinating		can be formed by		progressive forms.
sentence contains	conjunctions such as		compounding		6.Maintan choice of tense
information about	when, if, that, because		understand the difference		throughout written pieces
someone or something	and be able to talk about		between adding an s for a		for cohesion
that <i>does, is</i> or <i>has</i>	how they affect the		plural and adding an		
something; it may	meaning of the sentence.		apostrophe <i>s</i> for singular		
include <i>where, when</i> or <i>how</i> this happens.	Understand that <i>when</i> , <i>if</i> ,		possession.		
3. recognise a full stop.	because (and others) can				
Understand that a written	start sentences.		1.Revision of nouns		
sentence starts with a capital	3.extend sentences using		2.understand that a		
letter and ends with a full	subordinating conjunctions		group of words can work together to		
stop Punctuate either orally	such as when, if, that,		fill the noun slot in		
or with an action. Write a	because and be able to talk		a sentence and that		
sequence of sentences in	about how they affect the		this is called a <i>noun</i>		
fiction or information.	meaning of the sentence		phrase. Understand		
4. practise forming			that a noun phrase		
sentences using different			can be replaced		
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grammatical elements.		with a pronoun	
Sentences must have at		Understand how to construct	
least a subject and verb.		a noun phrase using	
		determiners, adjectives and	
		nouns	
		(e.g. My naughty, mean	
		sister)	
		Understand how commas are	
		used in lists of adjectives.	
		3. understand that a noun	
		phrase can be replaced with	
		a pronoun.	
		4.understand how to	
		construct a noun phrase	
		using determiners, adjectives	
		and nouns	
		(e.g. My naughty, mean	
		sister).	
		5.understand the difference	
		between adding an s for a	
		plural and adding an	
		apostrophe s for singular	
		possession.	
		6.understand that a	
		group of words can	
		work together to	
		fill the noun slot in	
		a sentence and that	
		this is called a <i>noun</i>	
		phrase. Understand	
		that a noun phrase	
		can be replaced	
		with a pronoun	
		Understand how to construct	
		a noun phrase using	
		determiners, adjectives and	
		nouns	
		(e.g. My naughty, mean	
		sister)	
		Understand how commas are	
		used in lists of adjectives.	
	I	·····	



7. understand how commas
are used in lists of adjectives
and noun phrases
8.understand how adding
suffixes to a word can change
the meaning and/or the
word class
(e.g. happy –
happiness, climb –
climber, play –
playful) and how
nouns can be formed
by compounding.
9.understand how nouns can
be formed by compounding.

### Class 3: Year 3 and Year 4 - Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Co-ordination and Subordination	Sentence types	Nouns and Noun Phrases continued	Adverbials	Adverbials continued	Revision and Applying
	Nouns and Noun Phrases			Verbs	
National Curriculum Content:	<u>National Curriculum</u> <u>Content:</u>	<u>National Curriculum</u> <u>Content:</u>	National Curriculum Content:	National Curriculum Content:	Revision of all grammar and punctuation objectives
Expressing time, place and cause using <b>conjunctions</b> (for example, when, before, after, while, so, because).	Introduction to inverted commas to <b>punctuate</b> direct speech. Use of inverted commas and other <b>punctuation</b> to indicate direct speech.	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.	Expressing time, place and cause using <b>adverbs</b> (for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ) or prepositions (for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ).	Fronted adverbials (for example, <i>Later</i> <i>that day, I heard the</i> <i>bad news</i> ). Use of commas after fronted adverbials.	To apply all grammar elements across all pieces of written work.
Use of commas after <b>fronted</b> <b>adverbials</b> (where these are fronted adverbial clauses).	Pupils need to:	Pupils need to: Understand the difference	Pupils need to:	Pupils need to:	
Pupils need to:	Understand the conventions used to demarcate speech in writing:	between plural and possessive <i>s.</i>	Understand that a word or phrase can fill the adverbial slot in a sentence.	Understand that adverbials can be moved into different	
Use and understand the	-inverted commas around all	Understand and		places in a sentence	



terms conjunction, clause words spoken, with explain that nouns for effect; when they Understand that adverbials and subordinate clause punctuation at the end of the can be expanded occur at the start of a usually express how, when when discussing sentence speech before and after the sentence they are or where, but can also main noun (pre- and called fronted construction. -end punctuation within express cause, purpose or adverbials. post-modification). inverted commas reason. Understand how to -use of comma Understand that 1. As above and punctuate complex following reporting Understand that most understand that sentences, using commas clause where it starts determiners are adverbial phrases begin adverbials can be to mark clauses where part of the noun the sentence (The with a preposition and are moved into different the sentence begins with phrase and use a conductor shouted. therefore also places in a sentence the subordinate clause; wide range (e.g. *'Sit down!'*) prepositional phrases (e.g. for effect: when they recognise where the numbers, Before tea, I had eaten too occur at the start of a sentence ends and possessives, many sweets. My holiday Understand that all four sentence they are punctuate accurately. articles). was ruined because of the sentence types can be used called fronted rain.) in dialogue adverbials. Understand the meanings of Understand that understand how guestions Understand that conjunctions and be able to Understand that commas prepositional phrases can can be used for different commas need to be use a wide range of them. need to be used after fronted be used to add purposes in information used after fronted information about a adverbials. texts. adverbials. noun, after the noun (The Understand that the order of 2.understand that glistening, grey dragon 1.understand the clauses can be manipulated 1.understand that adverbials can be with enormous wings..., for effect. conventions used to adverbials usually express moved into different The sheep **in the field** demarcate speech in writing how, when or where, but places in a sentence were grazing contentedly, 2.understand that all four can also express cause, Understand and discuss how for effect; when they His multi-coloured cloak sentence types can be used purpose or reason. different sentence occur at the start of a of many colours...) in dialogue constructions can be used for 2.understand that most sentence they are adverbial phrases begin effect within texts. called fronted Understand how to National Curriculum with a preposition and are adverbials link ideas across a text therefore also 1.understanding of simple Content: and avoid unnecessary prepositional phrases (e.g. sentences, co-ordination and National Curriculum repetition through the Formation of **nouns** using a Before tea, I had eaten too subordination and associated Content: use of nouns and range of **prefixes** (for many sweets. My holiday punctuation. pronouns. example was ruined because of the 2.use and understand the Use of the **present perfect** super-, anti-, auto-). rain.) terms conjunction. clause form of **verbs** instead of Understand different ways 3. As above and *subordinate clause* the simple past (for that nouns are formed and when discussing sentence 4.As above and understand Word families based on example, *He has gone out* how other words are related that commas need to be used construction. common **words**, showing to play contrasted with He in word families. 3. understand how to after fronted adverbials. how words are related in went out to play). punctuate complex form and meaning (for 5. As above Standard English forms for 1.understand different sentences, using commas example, solver, solution, 6.As above and verb inflections, instead of ways that nouns are



to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately. 4. understand the meanings of conjunctions and be able to use a wide range of them 5. understand that the order of clauses can be manipulated for effect. Understand and discuss how different sentence constructions can be used for effect within texts. 6. As above	<ul> <li>dissolve, insoluble).</li> <li>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).</li> <li>The grammatical difference between plural and possessive s.</li> <li>Apostrophes to mark singular and plural possession (for example, the girl's name, the girl's name, the girls' names).</li> </ul>	form word famil 2. un betw posse 3. un ideas avoid repet of no 4. As 5. As
	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Pupils need to: Understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families.	

Understand how to use *a/an* correctly

ormed and how other ords are related in word unilies. . understand the difference etween plural and ossessive *s*. . understand how to link leas across a text and woid unnecessary epetition through the use f nouns and pronouns. . As above . Assessment

understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted* 

adverbials

local spoken forms (for example, *we were* instead of *we was*, or *I did* instead of *I done*).

#### Pupils need to:

Construct the present perfect form using the verb to have with the past participle (e.g. I have walked this way for years. She has eaten chocolate before.) Form the past participle with regular and irregular verbs. Understand how the present perfect expresses a different meaning. Understand that the perfect form of the verb can also be expressed in the past perfect

Understand that the perfect form of the verb can also be expressed in the past perfect (e.g. *I had played the piano for the last time*.) Use the correct form of Standard English verb inflections.

 Present perfect form and Past perfect form
 form the past participle with regular and irregular verbs.
 understand how the present perfect expresses a



1.understand that	different meaning.	
determiners are part of the		
noun phrase and use a wide		
range		
(e.g. numbers,		
possessives, articles).		
2. understand how to use		
a/an correctly		
3. understand and		
explain that nouns		
can be expanded		
before and after the		
main noun (pre- and		
post-modification).		
4. As above		

# Class 4: Year 5 and Year 6 - Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Co-ordination and Subordination	Nouns and Noun Phrases	Adverbials	Verbs continued	Verbs continued	Applying
Sentence Types		Verbs		Revision	
<u>National Curriculum</u> <u>Content:</u>	National Curriculum Content:	<u>National Curriculum</u> <u>Content:</u>	<u>National Curriculum</u> <u>Content:</u>	National Curriculum Content:	To apply all grammar elements across all pieces of written work.
Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> .	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative	Indicating degrees of possibility using adverbs (for example, <i>perhaps</i> and <i>surely</i> ). Devices to build <b>cohesion</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (for example, <i>I broke the</i>	Verb prefixes (for example, dis-, de-, mis-, over- and re-). The difference between vocabulary typical of	
Use of commas to clarify meaning or avoid <b>ambiguity</b> .	pronoun. Use of commas to clarify	within a paragraph (for example, then, after that, this,	window in the greenhouse versus The window in the	informal speech and vocabulary appropriate for formal speech and writing	



Brackets, dashes or commas       meaning a vavid ambigulty.       firsthy.       greenhous: was broken       (for example, indicate greenhous: was broken during on nor or example. Indicate greenhous was broken during on nor or example. Indicate greenhous was broken during on nor or example. Indicate greenhous: was broken during in the sub-international supervises in or example.       If or example. Indicate greenhous: was broken during indidate greenhous: was broken during indicate g						
How words are related by meaning as synonym is and productives (typical of informal and formal speech, and writing.How words are related by meaning as synonym is and productives (the).arage pairs using adverbals of time (for example, hpace (for example, hpace (for example, hour (for example, -dte, -ize, - ify).arage pairs using across paragraphs using the second/).Publis need to:How hyphens can be used to xvid a biblicity (for example, man eating shork years) sentences.How kyphens can be used to xvid a biblicity (for example, man eating shork years) recover versus re-cover).For example, he is use of adverbals such as on the other hand, in contrast, as a consequence).Unking ideas across paragraphs using tense choices (for example, -dte, -ize, - ify).Understand and discuss how punctuation choices enhance formal speech and writing, including the text.Pupis need to:Understand that daverbs as on the other hand, in contrast, as a consequence).Understand that averb as on the other hand, in contrast, as a consequence).Pupis need to:Understand that averb as use of anything, including the subjunctive.Understand how variation of an eating of the text.Understand that adverb as an telp to indicate degrees of possibility (e.g. possibility (e.g. possibility (e.g. proversal in the use of non-finite clauses in the use of non-finite claus	Brackets, dashes or commas	meaning or avoid ambiguity.	firstly).	greenhouse was broken	(for example, find out –	
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between formal and informal writing; recognise the informal elements used in speech but not in writing (unless direct speech).gloomy).onderstand that uniferent text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials as a consequence, clearly, inevitably, etc.)participle (e.g. He was taken to the police station. / She will be taken to the police station.)vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.1.Revising sentences - revise previous learning about(e.g. The knight rescued the maiden, who was very relieved.)onderstand that uniferent text types require different adverbials to maintain cohesionUnderstand and explain how the passive form can be used for particularvocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	Understand the differences	London was dark and	the device of the statistic state	-		
writing; recognise the informal elements used in speech but not in writing (unless direct speech).Understand that relative clauses are subordinate clauses that may or may not be embeddedcent types require unterent adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials as a consequence, clearly, inevitably, etc.)informal speech and vocabulary appropriate for formal speech and writing.1.Revising sentences - revise previous learning about(e.g. The knight rescued the maiden, who was very relieved.)consequence, clearly, inevitably, etc.)Understand and explain how the passive form can be used for particularRevision of all grammar and punctuation ohiottives	between formal and informal	gloomy).				
informal elements used in speech but not in writing (unless direct speech).Understand that relative clauses are subordinate clauses that may or may not be embeddeddiversition of the police station.)Station. / She will be taken to the police station.)vocabulary appropriate for formal speech and writing.1.Revising sentences - revise previous learning about(e.g. The knight rescued the maiden, who was very relieved.)consequence, clearly, inevitably, etc.)Understand and explain how the passive form can be used for particularRevision of all grammar and punctuation	writing; recognise the					
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(unless direct speech).clauses that may or may not be embedded(e.g. The knight rescued the maiden, who was very(e.g. The knight rescued the maiden, who was veryUnderstand and explain how the passive form can be used for particularRevision of all grammar and punctuation	speech but not in writing	clauses are subordinate		to the police station.)		
be embedded       consequence, clearly, inevitably, etc.)       onderstand and explain how the passive form can be used for particular       Revision of all grammar and punctuation	(unless direct speech).	clauses that may or may not				
I.Revising sentences - revise     (e.g. The knight rescued the maiden, who was very     inevitably, etc.)     Revision of all grammar and punctuation       sentences.     relieved.)     used for particular     objectives		be embedded				
previous learning about maiden, who was very methods, etc.) passive form can be and punctuation sentences.	1.Revising sentences - revise	(e.g. The knight rescued <b>the</b>		explain how the	Revision of all grammar	
sentences. relieved.) used for particular chiestiwas	previous learning about	maiden, who was very	mevilubly, etc.)			
	sentences.	relieved.)	1 understand that advarbs	used for particular		
					1 -	



				MAR
2. understand how		and adverbials help to	effect in both	
variation in sentence	Understand the use of	maintain cohesion across a	narrative and	
construction can add to	commas with relative clauses:	text. Understand that	information texts.	
the effectiveness of text in	-before and after the clause	different text types require		
different ways, such as the	for adding additional	different adverbials to	1 Passive form – past	
use of multi-clause	information (e.g. <i>The</i>	maintain cohesion	participle	
sentences in more	chocolates, which were	2. As above	2. The passive voice	
formal/technical texts and	made by Thorntons, were	3. understand that adverbs	3.understand and	
the use of non-finite	eaten quickly.)	can help to indicate degrees	explain how the	
clauses in subordinate	-no comma when	of possibility (e.g. <i>Perhaps</i>	passive form can be	
structures.	identifying which	the burglary was planned. He	used for particular	
3. understand how	noun you are	would probably return.	effect in both	
variation in sentence	talking about	Clearly the war was	narrative and	
construction can add to	(defining) (e.g. <i>The</i>	inevitable.) (link to work on	information texts.	
the effectiveness of text in	chocolates that	modals	4. understand how using a	
different ways, such as the	were made by		range of verb forms can	
use of multi-clause	Thorntons were	National Curriculum	create cohesion across a	
sentences in more	eaten quickly.) -	Content:	text.	
formal/technical texts and	Understand that	<u>contenti</u>	5.understand and use	
the use of non-finite	cohesion can be	Indicating degrees of	structures for formal speech	
clauses in subordinate	created through	possibility using modal verbs	and writing, including the	
structures.	variation of	(for example,	subjunctive.	
4. Understand how different	vocabulary using	might, should, will,	6. convert nouns or	
forms of punctuation can be	synonyms, near	must).	adjectives into verbs using	
used within and between	synonyms, near	masej.	suffixes.	
sentences. Understand and	antonyms,	Pupils need to:		
discuss how punctuation	generalisations			
choices enhance the meaning	generalisations	Recognise the range of modal		
of the text.		forms.		
5. Brackets, dashes,	1.Revising noun			
commas - understand how	phrases			
different forms of	2. Expanding nouns -	Understand how modal		
punctuation can be used	understand that noun	verbs express shades of		
within and between	phrases can also include	meaning, particularly		
sentences. Understand	relative clauses (e.g. <b>The</b>	degrees of possibility and		
and discuss how	glistening dragon, which	certainty (e.g. <i>may versus</i>		
punctuation choices	guarded the treasure,	will: I may come and see		
enhance the meaning of	was snoring loudly.)	you. / I will come and see		
the text.	3. Expanding nouns -	you. / I should come and		
6. understand the	understand that noun	see you.)		
differences between	phrases can also include			
	relative clause	Understand that apostrophes		



formal and informal	4. Commas in relative clauses	are used for contraction in		
writing; recognise the	5. Linking Ideas -understand	some verb forms.		
informal elements	that cohesion can be created			
used in speech but not	through variation of	1.revise previous learning		
in writing (unless	vocabulary, using synonyms,	about verbs.		
direct speech).	near synonyms, antonyms,	2.recognise the range of		
	generalisations	modal forms.		
	6. Opposites - antonyms	3. As above		
National Curriculum		4. As above		
Content:		5. Modal contractions -		
		understand that apostrophes		
The difference between		are used for contraction in		
structures typical of informal		some verb forms		
and formal speech, and				
structures appropriate for				
formal speech and writing.				
Pupils need to:				
Understand the impact of the				
use of questions in different				
text types, such as rhetorical				
question and asides to the				
reader.				
1.understand the				
impact of the use of				
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