

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
<p><u>National Curriculum Content:</u></p> <p>How words combine to make sentences.</p> <p>Introduction to capital letters, full stops ... to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun. Sequencing sentences to form short narratives.</p> <p><u>Pupils need to:</u></p> <p>Orally rehearse sentences.</p> <p>Understand that we write in units of meaning called sentences.</p> <p>Understand that a sentence contains information about someone or something that <i>does, is or has</i> something; it may include <i>where, when or how</i> this happens.</p>	<p><u>National Curriculum Content:</u></p> <p>Joining words and joining clauses using <i>and</i>. Introduction to capital letters, full stops ... to demarcate sentences.</p> <p><u>Pupils need to:</u></p> <p>Understand that we can use <i>and</i> to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. <i>Jack and Jill went up the hill</i>. Both Jack and Jill are acting in the same way. <i>Fred was tired and hungry</i>.)</p> <p>Understand that we can join two sentences together using the word <i>and</i>; when this happens we will only need one full stop at the end.</p> <p>Understand that <i>and</i> means we are adding information.</p>	<p><u>National Curriculum Content:</u></p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.</p> <p><u>Pupils need to:</u></p> <p>Understand that there are different types of sentences, which have different end punctuation.</p> <p>1. understand that there are different types of sentences, which have different end punctuation.</p>	<p><u>National Curriculum Content:</u></p> <p>Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>How the prefix un- changes the meaning of adjectives (negation, for example, <i>unkind</i>).</p> <p><u>Pupils need to:</u></p> <p>Understand what the nouns in sentences are and how to form the plurals (link to spelling teaching).</p> <p>Understand that nouns can be people, places or things understand that adjectives can be added to a noun to give more detail.</p>	<p><u>National Curriculum Content:</u></p> <p>None</p> <p><u>Pupils need to:</u></p> <p>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 <i>between, on top of, afterwards, across</i>.</p> <p>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.</p>	<p><u>National Curriculum Content:</u></p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example <i>unkind</i>, or undoing: <i>untie the boat</i>).</p> <p><u>Pupils need to:</u></p> <p>Understand that a sentence contains information about someone or something that 'does', 'is' or 'has' something.</p> <p>Begin to understand the concept of present and past tense, and use this understanding orally.</p>

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

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

Class 2: Year 2 – Grammar

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

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

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

grammatical elements.
Sentences must have at least a subject and verb.

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.
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 *noun 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.

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

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

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

<p>to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately.</p> <p>4. understand the meanings of conjunctions and be able to use a wide range of them</p> <p>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.</p> <p>6. As above</p>	<p><i>dissolve, insoluble).</i></p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, <i>a rock, an open box</i>).</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive s. <p>Apostrophes to mark singular and plural possession (for example, <i>the girl's name, the girls' names</i>).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the strict maths teacher with curly hair</i>).</p> <p>Pupils need to:</p> <p>Understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families.</p> <p>Understand how to use <i>a/an</i> correctly</p>	<p>formed and how other words are related in word families.</p> <p>2. understand the difference between plural and possessive <i>s</i>.</p> <p>3. understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns.</p> <p>4. As above</p> <p>5. Assessment</p>	<p>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 <i>fronted adverbials</i></p>	<p>local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</p> <p>Pupils need to:</p> <p>Construct the present perfect form using the verb <i>to have</i> with the past participle (e.g. <i>I have walked this way for years. She has eaten chocolate before.</i>)</p> <p>Form the past participle with regular and irregular verbs.</p> <p>Understand how the present perfect expresses a different meaning.</p> <p>Understand that the perfect form of the verb can also be expressed in the past perfect (e.g. <i>I had played the piano for the last time.</i>)</p> <p>Use the correct form of Standard English verb inflections.</p> <p>1. Present perfect form and Past perfect form</p> <p>2. form the past participle with regular and irregular verbs.</p> <p>3. understand how the present perfect expresses a</p>	
---	--	--	---	--	--

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

Class 4: Year 5 and Year 6 - Grammar

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

<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>The difference between structures typical of informal and formal speech, and writing.</p> <p><u>Pupils need to:</u></p> <p>Understand how different forms of punctuation can be used within and between sentences.</p> <p>Understand and discuss how punctuation choices enhance the meaning of the text.</p> <p>Understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal /technical texts and the use of non-finite clauses in subordinate structures.</p> <p>Understand the differences between formal and informal writing; recognise the informal elements used in speech but not in writing (unless direct speech).</p> <p>1.Revising sentences - revise previous learning about sentences.</p>	<p>meaning or avoid ambiguity.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>).</p> <p><u>Pupils need to:</u></p> <p>Understand that noun phrases can also include relative clauses (e.g. <i>The glistening dragon, which guarded the treasure, was snoring loudly.</i>)</p> <p>Understand that relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun (e.g. <i>The morning (when) I arrived in London was dark and gloomy.</i>)</p> <p>Understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. <i>The knight rescued the maiden, who was very relieved.</i>)</p>	<p><i>firstly</i>).</p> <p>Linking ideas across paragraphs using adverbials of time (for example <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>).</p> <p>Grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, as a consequence</i>).</p> <p><u>Pupils need to:</u></p> <p>Understand that adverbs and adverbials help to maintain cohesion across a text</p> <p>Understand that adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>)</p> <p>Understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably</i>, etc.)</p> <p>1.understand that adverbs</p>	<p><i>greenhouse was broken (by me)</i>).</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate, -ise, -ify</i>).</p> <p>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</p> <p><u>Pupils need to:</u></p> <p>Understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. <i>The wall was painted (by the pupils).</i>)</p> <p>Understand that the passive voice is formed using any tense of the verb <i>to be</i> and the past participle (e.g. <i>He was taken to the police station. / She will be taken to the police station.</i>)</p> <p>Understand and explain how the passive form can be used for particular</p>	<p>(for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p> <p><u>Pupils need to:</u></p> <p>Understand and explain how the passive form can be used for particular effect in both narrative and information texts. Understand and use structures for formal speech and writing, including the subjunctive.</p> <p>1. to use prefixes with verbs. 2. understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Revision of all grammar and punctuation objectives</p>	
--	--	--	--	---	--

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

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