Vocabulary, grammar and punctuation (Lake)

	Autumn	Spring	Summer
Word	**Year 1** • regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun	**Year 1** • suffixes –ing, -ed and -er that can be added to verbs where no change is needed in the spelling of root words	**Year 1** • how the prefix un- changes the meaning of verbs and adjectives
Sentence	**Year 1** • how wards can combine to make sentences	**Year 1** • joining words and joining clauses using and	**Year 1** • joining words and joining clauses using and, but, because
Text	**Year 1** • begin to sequence a few sentences	**Year 1** • sequencing sentences to form short narratives	**Year 1** • no new content - consolidate
Punctuation	**Year 1** • separation of words with spaces • introduction to capital letters and full stops to demarcate sentences • capital letter for the personal pronoun I	**Year 1** • introduction to question marks and exclamation marks to demarcate sentences • capital letters for the names of people and places	**Year 1** • no new content - consolidate
Terminology	**Year 1** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		

Vocabulary, grammar and punctuation (Coombe)

	Autumn	Spring	Summer
Word	**Year 1** • regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun **Year 2** • formation of nouns by compounding • adding the suffix –es to nouns and verbs ending in y	**Year 1** • suffixes –ing, -ed and -er that can be added to verbs where no change is needed in the spelling of root words **Year 2** • suffixes –ed, -ing, -er, -est and –y that can be added to verbs and adjectives where a change is needed in the spelling of root words	**Year 1** • how the prefix un- changes the meaning of verbs and adjectives **Year 2** • formation of nouns using suffixes such as –ness, -er and adjectives using suffixes such as –ful, -less • use of the suffix –ly to turn adjectives into adverbs
Sentence	**Year 1** • how wards can combine to make sentences **Year 2** • expanded noun phrases for description and specification	**Year 1** • joining words and joining clauses using and **Year 2** • subordination (using when, if, that, because) and coordination (using or, and, but) • how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	**Year 1** • joining words and joining clauses using and, but, because **Year 2** • subordination (using when, if, that, because) and coordination (using or, and, but)
Text	**Year 1** • begin to sequence a few sentences **Year 2** • begin to understand the difference between past and present tense	**Year 1** • sequencing sentences to form short narratives **Year 2** • use of the progressive form of verbs in the present and past tense to mark actions	**Year 1** no new content - consolidate **Year 2** • correct choice and consistent use of present tense and past tense throughout writing
Punctuation	**Year 1** • separation of words with spaces	**Year 1** • introduction to question marks and	**Year 1** no new content - consolidate

	• introduction to capital letters and full stops to demarcate sentences • capital letter for the personal pronoun I **Year 2** • use of capital letters and full stops to demarcate sentences	exclamation marks to demarcate sentences • capital letters for the names of people and places **Year 2** • use of question marks and exclamation marks to demarcate sentences • commas to separate items in a list	**Year 2** • apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Terminology	**Year 1** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark **Year 2** noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma		

Vocabulary, grammar and punctuation (Forest)

	Autumn	Spring	Summer
Word	**Year 2** • formation of nouns by compounding adding the suffix –es to nouns and verbs ending in y **Year 3** formation of nouns using a range of prefixes including super-, anti- and auto-	**Year 2** • suffixes –ed, -ing, -er, -est and –y that can be added to verbs and adjectives where a change is needed in the spelling of root words **Year 3** • word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	**Year 2** • formation of nouns using suffixes such as –ness, -er and adjectives using suffixes such as –ful, -less • use of the suffix –ly to turn adjectives into adverbs **Year 3** • use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
Sentence	**Year 2** • expanded noun phrases for description and specification **Year 3** • expressing time, place and cause using adverbs [then, next, soon, so] using conjunctions [when, before, after, while, so, because] and prepositions [before, after, during, in because of]	**Year 2** • subordination (using when, if, that, because) and coordination (using or, and, but) • how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command **Year 3** no new content - consolidate	**Year 2** • subordination (using when, if, that, because) and coordination (using or, and, but) **Year 3** • expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
Text	**Year 2** • begin to understand the difference between past and present tense **Year 3** • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation	**Year 2** • use of the progressive form of verbs in the present and past tense to mark actions **Year 3** • consistent use of past and present tense throughout a piece of writing	**Year 2** • correct choice and consistent use of present tense and past tense throughout writing **Year 3** • 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	**Year 2** • use of capital letters and full stops to	**Year 2** • use of question marks and exclamation marks	**Year 2** • apostrophes to mark where letters are

	demarcate sentences	to demarcate sentences commas to separate items in a list **Year 3** • introduction to inverted commas to punctuate direct speech	missing in spelling and to mark singular possession in nouns **Year 3** no new content- consolidate
Terminology	**Year 2** noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma **Year 3** word family, root family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause, paragraph		

Vocabulary, grammar and punctuation (Spring)

	Autumn	Spring	Summer
Word	**Year 4** no new content - consolidate **Year 5** • use more complex determiners to quantify or qualify nouns • verb prefixes to change meaning including dis, mis- or re-	**Year 4** • grammatical differences between plural and possessive -s. **Year 5** • convert nouns or adjectives into verbs using suffixes including -ate, -ise, -ify	**Year 4** • standard English forms for verb inflections (we were/ I did) **Year 5** no new content - consolidate
Sentence	**Year 4** • use fronted adverbials. Include subordinate clauses in sentences **Year 5** • use relative clauses that start with: who, which, where, whose	**Year 4** • appropriate choice of pronoun or noun within the sentence to avoid ambiguity and repetition **Year 5** no new content - consolidate	**Year 4** • 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) **Year 5** • indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	**Year 4** • use paragraphs to organise ideas around a set theme **Year 5** • use devices to build cohesion within a paragraph.	**Year 4** • choose appropriate pronouns and nouns across sentences **Year 5** • 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]	**Year 4** no new content - consolidate **Year 5** no new content - consolidate

Punctuation	Year 4 • use commas after fronted adverbials • use of speech marks to punctuate direct speech. Year 5 • use commas to clarify meaning	Year 4 • apostrophes to mark singular and plural possession. Year 5 • use brackets, dashes and commas for parenthesis	Year 4 no new content - consolidate Year 5 no new content - consolidate
Terminology	Year 4 pronoun, paragraph, possessive pronoun, adverbial, fronted adverbial, clause, subordinate clause Year 5 relative clause, parenthesis, relative pronoun, relative clause, dash, brackets, determiner, cohesion, ambiguity, modal verb		

Vocabulary, grammar and punctuation (Mill)

	Autumn	Spring	Summer
Word	**Year 5** • use more complex determiners to quantify or qualify nouns • verb prefixes to change meaning including dis, mis- or re- **Year 6** no new content - consolidate	**Year 5** • convert nouns or adjectives into verbs using suffixes including -ate, -ise, -ify **Year 6** • the difference between vocabulary typical of formal and informal speech and vocabulary appropriate for formal or informal writing	**Year 5** no new content - consolidate **Year 6** • how words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	**Year 5** • use relative clauses that start with: who, which, where, whose • indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **Year 6** no new content - consolidate	**Year 5** no new content - consolidate **Year 6** • use expanded noun phrases that convey complicated information more concisely • the difference between structures typical of informal speech and formal speech/writing • use the passive voice to affect presentation of information	**Year 5** no new content - consolidate **Year 6** • the use of the subjunctive in very formal writing • use prepositional phrases to add detail to sentences
Text	**Year 5** • use devices to build cohesion within a paragraph. • linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	**Year 5** no new content - consolidate **Year 6** • link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of words or phrases) grammatical connections (use of adverbials) elision (the omission of sounds in informal speech) Layout	**Year 5** no new content - consolidate **Year 6** no new content - consolidate

		devices to add structure to writing • link independent clauses using colons or semicolons • ensure verb forms are used accurately, including where selected specifically for effect	
Punctuation	**Year 5** • use commas to clarify meaning • use brackets, dashes and commas for parenthesis **Year 6** • punctuation of bullet points	**Year 5** no new content - consolidate **Year 6** • use colons, semi-colons and dashes to mark boundary between independent clauses • use of the colon to introduce a list and use of semi-colons within lists	**Year 5** no new content - consolidate **Year 6** • use hyphens to avoid ambiguity
Terminology	**Year 5** relative clause, active voice, passive voice, parenthesis, relative pronoun, relative clause, dash, brackets, determiner, cohesion, ambiguity **Year 6** modal verbs, subject and object, hyphen, synonym, antonym, colon, semi-colon, dash, bullet points, cohesion, elision, formal, informal, prepositional phrase		