Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	To leave spaces between	To leave spaces between	To leave spaces between	To use the term sentence	To continue demarcating	Through reading and writing
	words	words	words	appropriately	sentences when writing,	to reinforce knowledge of the
To leave spaces between words					ending a sentence with a full	term sentence
	Recognise capital letters and	Begin to use full stops to	Recognise full stops and	To identify sentences within	stop	
Recognise capital letters and full	full stops when reading and	demarcate sentences	capital letters when reading	text i.e. those demarcated by		To continue demarcating
stops when reading and name	name them correctly		and understand how they	capital letters and full stops	To use capital letters for the	sentences when writing,
them correctly		To use a capital letter for the	affect the way a passage is		personal pronoun I, for names	ending a sentence with a full
Begin to use the term sentence	Begin to use the term	personal pronoun and the	read	To continue demarcating	and for the start of a sentence	stop
begin to use the term sentence	sentence	start of a sentence		sentences when writing,		·
Know that a line of writing is not			To continue demarcating	ending a sentence with a full	To recognise other common	To recognise other common
necessarily a sentence	Know that a line of writing is	To join words and join	sentences when writing,	stop	uses of capitalisation e.g. for	uses of capitalisation e.g. for
	not necessarily a sentence	sentences using 'and'	ending a sentence with a full		personal titles, headings,	personal titles, headings,
Begin to use full stops to	,		stop	To recognise other common	book titles, emphasis, days of	book titles, emphasis, days of
demarcate sentences			Stop	uses of capitalisation e.g. for	the week	the week
To use a capital letter for the			To join words and join	personal titles, headings,	ine week	the neek
personal pronoun and the start of			sentences using 'and'	book titles, emphasis, days of	To add question marks to	To add guestion marks to
a sentence			sentences using und	the week	questions	questions
a sericence				the week	questions	questions
To join words and join sentences				To join words and join	To use exclamation marks	To use exclamation marks
using 'and'				sentences using 'and'	within	within
				sentences using and	Within	Within
Recognise full stops and capital				To add guestion marks to		
letters when reading and				The state of the s		
understand how they affect the				questions		
way a passage is read				To the state of th		
To continue demarcating				To use exclamation marks		
sentences when writing, ending a				within		
sentence with a full stop						
To recognise other common uses						
of capitalisation e.g. for personal						
titles, headings, book titles,						
emphasis, days of the week						
To add question marks to						
questions			D. 24224 A			
•			arro			
To use exclamation marks within						
				400		
Through reading and writing to						
reinforce knowledge of the term	-		m	7		
sentence		Design of	MITT /	a dama	T 7	
			H		_/	
Terminology for pupil	Letter, Capital letter, Word, Sing	gular, Plural, Sentence, Punctuatio	n, Full Stop, Question Mark, Excla	mation Mark	V	

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.

To identify nouns within sentences

To use nouns accurately within sentences

To know and use Proper Nouns

To be able to expand nouns phrases for description and specification

To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification

To know what an adjective is To identify adjectives within sentences

To use adjectives accurately within sentences

To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

To be able to expand nouns phrases for description and specification

To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

To know what a verb is
To identify verbs within sentences
To use verbs accurately within
sentences
To write sentences with subjectverb agreements

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.

To identify nouns within sentences

To use nouns accurately within sentences

To know and use Proper Nouns

To be able to expand nouns phrases for description and specification

To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.

To be able to expand nouns phrases for description and specification

To know what an adjective is To identify adjectives within sentences To use adjectives accurately within sentences

To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification

To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns

To be able to expand nouns phrases for description and specification

To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

To know what a verb is
To identify verbs within
sentences
To use verbs accurately within
sentences
To write sentences with
subject-verb agreements
To correct sentences with
subject/verb agreements that
are incorrect

To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nours.

To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

To use commas to separate items in a list

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.

To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).

To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

To use commas to separate items in a list.

To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.

Selecting correct punctuation to end a sentence. (!...?.)

To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

To use commas to separate items in a list

To correct sentences with subject/verb agreements that are							
incorrect							
To use apostrophes to mark							
where letters are missing in spelling and to mark singular							
possession in nouns.							
possession in nounsi							
To use commas to separate items							
in a list							
Selecting correct punctuation to end a sentence. (!?.)							
Vocabulary	To know the vocabulary taught	in year 1.					
	Noun, Noun phrase, Statement,	Question, Exclamation, Command	d, Compound, Adjective, Verb, Suf	fix, Adverb, Tense (past/present),	Apostrophe, Comma		
Year 3	To express time, place and	To express time, place and	To express time, place and	To express time, place and	To introduce paragraphs as a	To introduce paragraphs as a	
	cause using conjunctions (e.g.	cause using conjunctions (e.g.	cause using conjunctions (e.g.	cause using conjunctions (e.g.	way to group related material	way to group related material	
	when, before, after, while, so,	when, before, after, while, so,	when, before, after, while, so,	when, before, after, while, so,			
To express time, place and cause	because), adverbs or	because), adverbs or	because), adverbs or	because), adverbs or	To use headings and	To use headings and	
using conjunctions (e.g. when,	prepositions (e.g. before,	prepositions (e.g. before,	prepositions (e.g. before,	prepositions (e.g. before,	subheadings to aid	subheadings to aid	
before, after, while, so, because), adverbs or prepositions (e.g.	after, during, in, because of)	after, during, in, because of)	after, during, in, because of)	after, during, in, because of)	presentation	presentation	
before, after, during, in, because	To understand what	To understand what adverbs	To understand what	To introduce according to	To was the sussess as affect	T the	
of)		are and be able to use them		To introduce paragraphs as a	To use the present perfect form of verbs instead of the	To use the present perfect form of verbs instead of the	
T. C.	conjunctions are and be able to use them within writing		prepositions are and be able to use them within writing	way to group related material			
To introduce paragraphs as a way to group related material	independently	within writing independently	independently	To use headings and	simple past	simple past	
to group related material	independently		independently	<u> </u>			
To use headings and subheadings		1		subheadings to aid			
to aid presentation				presentation			
To use the present perfect form of verbs instead of the simple past							
Vocabulary	To know vocabulary taught in year 1 and 2.						
	Adverb, Preposition, Conjunctio	n, Word family, Prefix, Clause, Sub	oordinate Clause, Direct Speech, C	onsonant, Letter, Vowel, Vowel Le	tter, Inverted Commas		



Year 4	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise	To use paragraphs to organise
To use noun phrases expanded by	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme	ideas around a theme
the addition of modifying						
adjectives, nouns and preposition	To use noun phrases	To use the appropriate choice	To use noun phrases	To use inverted commas and	To use noun phrases	To use inverted commas and
phrases	expanded by the addition of	of the pronoun or noun within	expanded by the addition of	other punctuation to indicate	expanded by the addition of	other punctuation to indicate
	modifying adjectives, nouns	and across sentences to aid	modifying adjectives, nouns	direct speech	modifying adjectives, nouns	direct speech
To use fronted adverbials	, , ,		, , , , , ,		, , , , ,	! · · · · · · · · · · · · · · · · · · ·
	and preposition phrases	cohesion and avoid repetition	and preposition phrases	To use the term inverted	and preposition phrases	To use the term inverted
To use paragraphs to organise				commas		commas
ideas around a theme	To develop adjective use		To develop the use of		To develop the use of nouns	
	ensuring that the correct tone		prepositional phrases to	To know the basic	to ensure that consistency	To know the basic
To use the appropriate choice of	is achieved through		develop continuity and	conventions of speech	and clarity is achieved	conventions of speech
the pronoun or noun within and	vocabulary choices		placement of ideas within	punctuation through:	throughout writing	punctuation through:
across sentences to aid cohesion	•		writing	-beginning to use in own		-beginning to use in own
and avoid repetition.	To use fronted adverbials			writing	To use fronted adverbials	writing
T	To know what adverbial		To know what a pronoun is	-using capital letters to mark	To know what adverbial	-using capital letters to mark
To use inverted commas and other punctuation to indicate	openers are and use them		· ·	the start of direct speech	openers are and use them	
direct speech.	1 .		To be able to select pronouns	the start of direct speech		the start of direct speech
unect speech.	independently within writing		for use within sentences		independently within writing	
To use apostrophes to mark			To be able to use pronouns	To use apostrophes to mark		To use apostrophes to mark
singular and plural possession.	To use commas after fronted		within sentences	singular and plural possession	To use commas after fronted	singular and plural possession
singular and plarar possession.	adverbials				adverbials	
To use commas after fronted						
adverbials.						
Vocabulary	To know vocabulary taught in ye	Par 1 2 and 3			<u> </u>	<u> </u>
Vocabalary	Determiner, Pronoun, Possessiv	-				
Year 5	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build	To use devices to build
rear 5						
To use relative clauses beginning	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph	cohesion within a paragraph
with, who, which, where, when,						
whose, that or an omitted relative	To use relative clauses	To be able to identify formal	To link ideas across	To be able to identify formal	To be able to identify formal	To be able to identify formal
pronoun	beginning with, who, which,	and informal voice	paragraphs using adverbials of	and informal voice	and informal voice	and informal voice
pronoun	where, when, whose, that or	To be able to change between	time, place and number or	To be able to change between	To be able to change between	To be able to change between
To indicate degrees of possibility	an omitted relative pronoun	formal and informal voice	tense choices	formal and informal voice	formal and informal voice	formal and informal voice
using adverbs or modal verbs		depending on the style of		depending on the style of	depending on the style of	depending on the style of
S	To indicate degrees of	writing	To use brackets, dashes or	writing	writing	writing
To use devices to build cohesion	possibility using adverbs or		commas to indicate			
within a paragraph	, ,	To use semmes to avoid		To use relative slavees	To link ideas agrees	To use commerte queid
	modal verbs	To use commas to avoid	parenthesis	To use relative clauses	To link ideas across	To use commas to avoid
To link ideas across paragraphs	1	ambiguity and to clarify		beginning with, who, which,	paragraphs using adverbials of	ambiguity and to clarify
using adverbials of time, place and	To use brackets, dashes or	meaning	To be able to identify dashes	where, when, whose, that or	time, place and number or	meaning
number or tense choices	commas to indicate		within writing	an omitted relative pronoun	tense choices	
	parenthesis	1-4	To understand the purpose of			
To use brackets, dashes or			dashes within writing	To indicate degrees of	To use brackets, dashes or	
commas to indicate parenthesis	To be able to identify brackets		To use dashes accurately	possibility using adverbs or	commas to indicate	
	within writing		within writing	modal verbs	parenthesis	
To use commas to avoid ambiguity	within wilding		within	inodai verus	parentiesis	
and to clarify meaning						

	To understand the purpose of			To use commas to avoid	To be able to understand the			
	brackets within writing			ambiguity and to clarify	purpose of commas within			
	To use brackets accurately			meaning	writing			
	within writing							
	To use brackets within							
	complex sentences							
Vocabulary	To know vocabulary taught in year 1, 2, 3 and 4							
	Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity							
Year 6	To link ideas across	To link ideas across	To link ideas across	To link ideas across	To link ideas across	To link ideas across		
	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider	paragraphs using a wider		
To use the passive to affect the	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:	range of cohesive devices:		
presentation of information within	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or	repetition of a word or		
a sentence	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical	phrase, grammatical		
To know the different between	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis	connections and ellipsis		
structures typical of informal			т т					
speech and structures appropriate	To understand the term active	To know the different			To use the colon to introduce	To use the colon to introduce		
for formal speech and writing or	and passive; begin able to	between structures typical of	To understand the term active	To know the different	a list and use of semi-colons	a list and use of semi-colons		
the use of subjunctive forms	transform a sentence from	informal speech and	and passive; begin able to	between structures typical of	within lists	within lists		
	active to passive and vice	structures appropriate for	transform a sentence from	informal speech and				
To link ideas across paragraphs	versa	formal speech and writing or	active to passive and vice	structures appropriate for	To use bullet points to list	To use bullet points to list		
using a wider range of cohesive devices: repetition of a word or	10.00	the use of subjunctive forms	versa	formal speech and writing or	information. To use hyphens	information. To use hyphens		
phrase, grammatical connections	To use the passive to affect	the use of subjunctive forms	To use the passive to affect	the use of subjunctive forms	to avoid ambiguity.	to avoid ambiguity.		
and ellipsis	the presentation of	To use layout devices –	the presentation of	the use of subjunctive forms		to arous amaiguity.		
	information within a sentence	headings, subheadings,	information within a sentence	To use layout devices –	To revise work on complex			
To use layout devices – headings,	To understand what active	colons, bullets, tables	To understand what active	headings, subheadings,	sentences:			
subheadings, colons, bullets,	and passive voice means	cololis, suilets, tusles	and passive voice means	colons, bullets, tables				
tables	To understand the difference	To investigate connecting	To understand the difference	colons, buncts, tubics	Identifying main clauses			
To was the construction color and	between active and passive	words and phrases	between active and passive	To use the colon to introduce	identifying main clauses			
To use the semi-colon, colon and dash to mark the boundary	voice	words and pinases	voice	a list and use of semi-colons	Ways of connecting clauses			
between independent clauses	To understand personal and	To form complex sentences	To understand personal and	within lists	ways of confidenting clauses			
between macpenaent clauses	impersonal voice within	To form complex sentences	impersonal voice within	Within lists	Constructing complex			
To use the colon to introduce a	writing	To be able to identify	writing	To use bullet points to list	sentences			
list and use of semi-colons within	To use using an active and	subordinating connectives	Witting	information. To use hyphens	Sentences			
lists	passive voice and be able to	and their use within		to avoid ambiguity.				
	change between type of voice	sentences		to avoid ambiguity.				
To use bullet points to list information. To use hyphens to	change between type of voice	To be able to write sentences		To revise work on complex				
avoid ambiguity.		using subordinating		sentences:				
avoid ambiguity.		connectives		sentences.				
		To be able to insert		Identifying main clauses				
				identifying main clauses				
		subordinating connectives		Ways of connecting clauses				
		within sentences		ways of confidenting clauses				
	7		Λ.	Construction				
		JETTO	P177 /\ /\	Constructing complex	K 7			
		10011		sentences	N.J.			
Vocabulary	To know vocabulary taught in year 1, 2, 3, 4 and 5.							
	Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points							

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

