

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Finger spaces	Using 'and'	Nouns	Plural suffixes (s, es)	Proper nouns	Revision
Capital letters	Forming sentences e.g. correct word order	Verbs	Suffixes to verbs (-ing, -ed, -er)	Capital 'I'	
Full stops	Question marks	Adjectives	Prefix un-		
	Exclamation marks				
Terminology: Letter, capital letter, word, singular, plural, sentences, punctuation, full stop, question mark, exclamation mark					

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentences types (statement, question, exclamation, command)	Formation of nouns using suffixes (-ness, -er)	Formation of adjectives using suffixes (-ful, -less)	Subordination (when, if, that, because)	Expanded noun phrases for description (the man in the moon)	Revision
Present and past tense	Compounding to create nouns e.g. whiteboard, superman	Suffixes -er, -est in adjectives (comparatives/ superlatives)	Coordination (or, and, but)	Progressive form of verbs e.g. she is drumming, he was shouting	
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name)	Use of -ly turning adjectives into adverbs	Commas to separate items in a list		
Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjectives, adverb, verb, tense (past and present), apostrophe, comma					

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Use of a or an Apostrophes for omission/contraction	Formation of nouns using a range of prefixes (super-, anti-, auto-) Word families based on common words e.g. solve, solution, solver, dissolve, insoluble	Expressing time place and cause: - Conjunctions e.g. when, before, after, while, so because - Adverbs e.g. then, next, soon, therefore - Prepositions e.g. before, after, during, in, because of	Introduction to paragraphs as a way to group related material Heading and sub-headings to aid presentation	Present perfect form of verbs instead of the simple past e.g. he has gone out to play instead of he went out to play Inverted commas to punctuate direct speech	Revision
Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The difference between plural and possessive -s - including apostrophe for possession Apostrophes to mark plural possession e.g. the girl's name, the girls' names	Noun phrase expanded by the addition of adjectives, nouns and preposition phrase e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair' Fronted adverbial (Including correct commas) e.g. Later that day, I heard the bad news	Use of paragraphs to organise ideas around a theme Use of pronouns to avoid repetition	Inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" (a comma after the reporting clause, beginning speech with a capital letter and ending punctuation within inverted commas.)	Standard English verb inflections e.g. we were instead of we was, I did instead of I done	Revision
Terminology: Determiner, pronoun, possessive pronoun, adverbial					

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify	Relative clauses beginning with who, which, where, when, whose, that or an	Synonyms and antonyms **	Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using adverbial of time	Revision

Verb prefixes e.g. dis-, de-, mis-, over- and re-	omitted relative pronoun Indicating possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	Brackets, dashes or commas to indicated parenthesis	semi-colon, colon and dash to mark the boundary between clauses **	(later, place (nearby) and number (secondly) Linking ideas using tense choices e.g. he <u>had seen</u> her before	
Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
** Year 6 skills					

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Passive voice (the window in the greenhouse was broken) Colon to introduce a list and semi-colons within lists Hyphens to avoid ambiguity e.g. man-eating shark.	Vocabulary for formal and informal speech e.g. discover/find out, request/ask for, enter/go in Shifts in Formality: Question tags (he's your friend, isn't he?) Subjunctive form (If I were....)	Correct and effective use of ellipsis Bullet points (including correct punctuation) Adverbials to link ideas across paragraphs e.g. on the other hand, as a consequence, in contrast)	Revision	Revision	Revision
Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					