

| Year 3 | T1 | T2 | T3 | T4 | T5 | T6 |
|--|--|--|---|--|---|--|
| G1 / word classes | review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places | introduce term 'pronoun'; create noun phrases using nouns and adjectives; consolidate meaning of vowel and consonant | identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences | find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards | confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions | also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. <i>Do they make the sentence stronger? How?</i> |
| G2 Functions of Sentences | model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag | | write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement | | make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy | |
| G3 Combining words, phrases and clauses | range of sentence structures, some which include subordination; | coordinating and subordinating conjunctions; identify the main clause | express time, place and cause using a range of conjunctions e.g. <i>when, before, after, while, so, because;</i> | identify the main clause and subordinate clause | using adverbials to open some sentences; know how to use the comma accordingly | use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing |
| G4 Verb forms, tense and consistency | revise words in the past tense with regular <i>ed</i> suffix; revise words ending in <i>ing</i> – progressive form | irregular past tense verb forms; change these from present to past e.g. <i>catch/caught;</i> | identify tenses; convert sentences from one tense to another | use the present /past perfect e.g. <i>He has/had gone out to play,</i> with a focus on spoken accuracy first | maintaining consistency of tense; practise further contexts for present and past perfect verb forms | increasingly control a variety of verb forms in spoken and written contexts; spot quickly during reading |
| G5 Punctuation | identify and highlight direct speech in written texts model use of inverted commas to indicate direct speech | revise use of comma to separate items in a list revise use of apostrophe for singular nouns | learn to use the apostrophe for regular plural nouns add punctuation to simple dictated sentences | know how to use the comma before closing inverted commas in direct speech | commas in list use an apostrophe for omission and possession | a comma to separate main clause from subordinate clause match words in contracted form to their equivalent e.g. <i>could've = could have</i> |
| G6 Vocabulary | revise and expand repertoire of plural nouns, adding suffix correctly <i>s/es/ies;</i> | using the suffixes <i>ness, er</i> and <i>tion;</i> | learn to read and spell some words with a prefix, discussing what that prefix means e.g. <i>super-, anti-, dis-, mis-, in-;</i> | effective noun phrases and strong verbs | refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; | use a dictionary and thesaurus to build skills |
| G7 Standard English and formality | revise correct use of Standard English e.g. <i>She ran quickly; they did well</i> | using formal language | identify the subject of a sentence; make sure verb matches the subject e.g. <i>We were going; Where were you? They did their homework.</i> | in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally | | |

| Year 4 | T1 | T2 | T3 | T4 | T5 | T6 |
|--|---|---|--|---|---|---|
| G1 / word classes | review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums | identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing | ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. <i>some, ever</i> identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. <i>They / The villagers</i> | vary position of the adverbial in a sentence, ensuring correct use of comma | identify possessive determiners e.g. <i>my, your, her, their</i> | consolidate four key word classes |
| G2 Functions of Sentences | compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; | compose a question for a given statement or a response to a given exclamation | play games to secure understanding of different sentence functions; vary sentence types to interest the reader; | experiment with short statements or exclamations, rhetorical questions, and dialogue including commands | independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing | |
| G3 Combining words, phrases and clauses | identify a range of sentence structures, including some which include subordination; revise role of conjunctions | identify the main clause and subordinate clause; | the use of fronted adverbials; play games to select conjunctions in given contexts | | discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose? | make successful choices when composing sentences, according to the genre; |
| G4 Verb forms, tense and consistency | revise the present perfect /past perfect e.g. <i>He has/had gone to find his puppy</i> , with a focus on spoken accuracy | revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned | convert from one tense to another identify 1 st or 3 rd person | consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form | practise further contexts for present and past perfect verb forms | practise changing extract from one tense to another |
| G5 Punctuation | revise use of inverted commas (and commas) to indicate direct speech; | revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i> | revise use of apostrophe for omission, and ensure pupils know term 'contracted form' | model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; | apostrophe for omission and possession | use of a comma to separate main clause from subordinate clause |
| G6 Vocabulary | collect nouns made from verbs using the suffixes -ation and -sion | alliteration and simile; | revise and expand understanding of further words with a prefix e.g. <i>improper, illegal</i> ; | Discuss adverbials | refine understanding of the meaning of less familiar words | use a dictionary and thesaurus to build skills |
| G7 Standard English and formality | revise correct use of subject/verb agreement | | identify, discuss and correct sentences which contain a double negative | | apply known rules of Standard English | |

| Year 5 | T1 | T2 | T3 | T4 | T5 | T6 |
|--|---|---|---|---|---|---|
| G1 / word classes | review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i> ; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; | identify and use pronouns to avoid repetition compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases | Find all the determiners in a given sentence; discuss different types of determiners identify preposition phrases in sentences, including prepositions of place and time | fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial | use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner | identify word classes in contexts which are challenging; discuss whether particular words are effective |
| G2 Functions of Sentences | secure understanding of four sentence functions; | identify rhetorical questions in texts | identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately | choose whether or not a command needs an exclamation mark | identify commands and questions | |
| G3 Combining words, phrases and clauses | relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy <u>who</u> lives next door.</i> | relative pronouns e.g. <i>which, who, that</i> ; dictate sentences which include relative clauses | identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts | highlight cohesive devices in non-fiction and fiction texts | revise relative clauses | formal and informal sentences |
| G4 Verb forms, tense and consistency | identify modal verbs in sentences e.g. <i>could, may</i> , (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty | present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i> | identify 1 st or 3 rd person and discuss tenses used | experiment with writing from 1 st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense | identify and revise present perfect and past perfect verb forms | increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; |
| G5 Punctuation | use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear | revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i> | model and practise punctuating parenthesis using pairs of commas, dashes or brackets | use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity | use bullet points where appropriate; revise use of apostrophe for omission and possession | read sentence aloud to hear its sense |
| G6 Vocabulary | discuss and collect set of nouns made from adjectives, with the suffixes <i>ance/ence</i> e.g. <i>tolerance (tolerant)</i> ; | define and discuss effective vocabulary including figurative language; use a thesaurus | define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> | adverbials in own writing | refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing | use a dictionary and thesaurus to build skills; |
| G7 Standard English and formality | revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i> | | identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i> | | in spoken and written contexts, apply known rules of Standard English to practise formal language | |

| Year 6 | T1 | T2 | T3 | T4 | T5 | T6 |
|--|--|--|---|---|--|--|
| G1 / word classes | sort banks of nouns to identify common, proper, collective and abstract | identify synonyms and antonym identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; | find all the determiners in a given sentence identify preposition phrases in sentences, including prepositions of place and time | practise use of fronted adverbial, ensuring correct placement of comma | use pronoun, preposition and determiner; | revise possessive pronoun; |
| G2 Functions of Sentences | secure understanding of four sentence types | identify rhetorical questions | identify statements and punctuate appropriately. | identify commands, questions and exclamations from more abstract possibilities (which may be indirect) | write a variety of sentence types when writing dialogue, in order to show character or advance the action | |
| G3 Combining words, phrases and clauses | identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i> | identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis | identify adverbials in texts discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; | highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph | write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences | read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems |
| G4 Verb forms, tense and consistency | identify modal verbs in sentences e.g. <i>should, may</i> , (also adverbs e.g. <i>possibly</i>); discuss their degree of certainty | edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i> | identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person | convert short extract from present to past tense, and vice versa revise modal verbs and verbs in progressive tense, both present and past | compare sentences in simple past with perfect past verb form; maintain consistency of tense when writing fiction and non-fiction texts | employ and control a variety of verb forms in spoken and written contexts; |
| G5 Punctuation | use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively | model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; | identify and model use of hyphen e.g. <i>man-eating shark</i> | use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash | use bullet points where appropriate; | revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; |
| G6 Vocabulary | nouns made from adjectives, with the suffixes <i>ance/ ence</i> e.g. <i>innocence (innocent)</i> ; | define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus | define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; | refine definitions of challenging words, being more adventurous to use these in own writing; | use a dictionary and thesaurus to build these skills; edit and improve words; | |
| G7 Standard English and formality | confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement | | identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i> | | apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i> | |

