



Year 1: Detail of content to be introduced	
Word	<ul style="list-style-type: none">• Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)• How the prefix un- changes the meaning of verbs and adjectives (e.g. untie, unkind)• Adjectives are used to describe nouns
Sentence	<ul style="list-style-type: none">• How words can combine to make sentences• Joining words and joining clauses using and
Text	<ul style="list-style-type: none">• Sequencing sentences to form short narratives or non-narrative writes
Punctuation	<ul style="list-style-type: none">• Separation of words with spaces• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Use of capital letters for names and the personal pronoun I
Terminology	<ul style="list-style-type: none">• letter, capital letter• noun, adjective, singular, plural• sentence• punctuation, full stop, question mark, exclamation mark



Year 2: Detail of content to be introduced

Word	<ul style="list-style-type: none">• Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)• Formation of adjectives using suffixes such as –ful, –less• Use of the suffixes –er, –est in adjectives• Use of –ly in Standard English to turn adjectives into adverbs• Correct use of homophones
Sentence	<ul style="list-style-type: none">• Subordination (using when, if, that, because) and co-ordination (using or, and, but)• Expanded noun phrases for description and specification (e.g. the blue butterfly, the man in the moon)• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<ul style="list-style-type: none">• Correct choice and consistent use of present tense and past tense throughout writing• Grouping of related ideas together in sections for non-fiction texts which begins to develop an awareness of paragraphs• Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting]
Punctuation	<ul style="list-style-type: none">• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark omission (e.g. don't)• Apostrophes to mark singular possession in nouns (e.g. the dog's name]
Terminology	<ul style="list-style-type: none">• Noun, noun phrase• statement, question, exclamation, command• compound, suffix• adverb, verb, conjunction,• tense (past, present)• apostrophe, comma



Year 3: Detail of content to be introduced

Word	<ul style="list-style-type: none">• Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)• Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)• Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve)• Correct use of more complex and near homophones• Use of a wider range of subordinating conjunctions (e.g. when, if, although)• Use of specific nouns for clarity (e.g. terrier not dog)• Use of first/third person
Sentence	<ul style="list-style-type: none">• Expressing time, place and cause using<ul style="list-style-type: none">❖ conjunctions (e.g. when, before, after, while, so, because)❖ adverbs (e.g. then, next, soon, therefore)❖ prepositions (e.g. before, after, during, in)
Text	<ul style="list-style-type: none">• Use of paragraphs as a way to group related material• Use of headings and sub-headings to aid presentation• Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play. / He went out to play.)
Punctuation	<ul style="list-style-type: none">• Use of inverted commas to punctuate direct speech
Terminology	<ul style="list-style-type: none">• Preposition, conjunction, synonym• word family, prefix, first/third person• clause, subordinate clause,• direct speech• consonant, vowel,• inverted commas



Year 4: Detail of content to be introduced	
Word	<ul style="list-style-type: none">• The grammatical difference between plural and possessive –s• Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)• Correct use of more complex and near homophones• Correct terminology and use of different word classes• Correct use of verb tenses
Sentence	<ul style="list-style-type: none">• Noun phrases expanded by the addition of<ul style="list-style-type: none">❖ modifying adjectives❖ nouns❖ preposition phrases• Fronted adverbials (e.g. Later that day,)
Text	<ul style="list-style-type: none">• Use of paragraphs to organise ideas around a theme• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none">• Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, and punctuation within inverted comma)• Apostrophes to mark plural possession (e.g. the girls' names)• Use of commas after fronted adverbials
Terminology	<ul style="list-style-type: none">• pronoun, determiner, synonym, antonym• possessive• adverbial



Year 5: Detail of content to be introduced	
Word	<ul style="list-style-type: none">• Converting nouns or adjectives into verbs using suffixes (e.g, – ate, –ise, –ify)• Verb prefixes (e.g. dis–, de–, mis–, over– and re–)• Synonyms, antonyms, superlatives
Sentence	<ul style="list-style-type: none">• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun• Indicating degrees of possibility using<ul style="list-style-type: none">❖ adverbs (e.g. perhaps, surely)❖ modal verbs (e.g. might, should, will, must)• There is correct subject and verb agreement when using singular and plural.
Text	<ul style="list-style-type: none">• Use of linking words/phrases between sentences and paragraphs to build cohesion• Linking ideas across paragraphs using<ul style="list-style-type: none">❖ adverbials of time❖ adverbials of place❖ adverbials of number❖ tense choices (e.g. he had seen her before)
Punctuation	<ul style="list-style-type: none">• Use of brackets, dashes or commas to indicate parenthesis• Use of commas to clarify meaning or avoid ambiguity• Punctuation of bullet points to list information
Terminology	<ul style="list-style-type: none">• modal verb, relative pronoun• relative clause, cohesion• parenthesis, bracket, dash, ambiguity,• bullet points



Year 6: Detail of content to be introduced	
Word	<ul style="list-style-type: none">• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing• How words are related by meaning as synonyms/antonyms
Sentence	<ul style="list-style-type: none">• Use of the passive to affect the presentation of information in a sentence (e.g. John broke the window in the greenhouse. / The window in the greenhouse was broken by John)• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the subjunctive form)
Text	<ul style="list-style-type: none">• Linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, chains of reference, grammatical connections, punctuation)• Layout devices to structure text
Punctuation	<ul style="list-style-type: none">• Use of the semi-colon, colon and dash to mark the boundary between independent clauses• Use of the colon to introduce a list and use of semi-colons within lists• How hyphens can be used to avoid ambiguity (e.g. man eating shark / man-eating shark, or recover / re-cover)• Use of ellipses (as a cohesive device)• Use of dashes for parenthesis
Terminology	<ul style="list-style-type: none">• subject, object, active, passive• ellipsis, hyphen, colon, semi-colon, dash