

**Let Your Light Shine!**

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| **Grammar** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Word/Sentence | As previous years, and:  \* To use regular plural noun suffixes (-s, -es)  \* To use verb suffixes where root word is unchanged (-ing, -ed, -er)  \* To use un- prefix to change meaning of adjectives/adverbs  \* To combine words to make sentences  \* To use simple conjunctions to join clauses: and, but, because. | As previous years, and:  \* To use suffixes to form new words  \* -ful, -er, -ness –ly –less -est  \* To write sentences with different forms: statement, question, exclamation, command  \* To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  \* To use noun phrases to describe. | As previous years, and:  \* To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  \* To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  \* To use conjunctions, adverbs and prepositions to express time and cause (and place)  \* use the correct form of 'a' or 'an'  \* To form nouns using prefixes (super-, anti-)  \* To spell word families based on common words (solve, | As previous years, and:  \* To know the difference between plural and possessive -s  \* To use a full range of different conjunctions  \* To use Standard English verb inflections (I did vs I done)  \* To use fronted adverbials  \* To use extended noun phrases with prepositions | As previous years, and:  \* To use a thesaurus  \* To use expanded noun phrases to convey complicated information concisely  \* To use modal verbs or adverbs to indicate degrees of possibility  \* To use verb prefixes  \* dis-, de-, mis-, over-, re-  \* using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  \* To convert nouns or adjectives into verbs | As previous years, and:  \* To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  \* To use passive verbs to affect the presentation of information in a sentence  \* To use the perfect form of verbs to mark relationships of time and cause  \* To know the differences in informal and formal language  \* To use synonyms & antonyms |
| Text | As previous years, and:  \* To sequence sentences to form short narratives | As previous years, and:  \* To use the present and past tenses correctly and consistently including the progressive form  \* To use some features of written Standard English | As previous years, and:  \* To use the present perfect form of verbs in contrast to the past tense  To begin using paragraphs | As previous years, and:  \* To use paragraphs to organise ideas  \* To make an appropriate choice of pronoun or noun to create cohesion | As previous years, and:  To use devices to build cohesion, including adverbials of time, place and number | As previous years, and:  \* To use further cohesive devices such as grammatical connections and adverbials  \* To use a range of layout devices  To use ellipsis |
| Punctuation | As previous years, and:  \* To separate words with spaces  \* To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \* To use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | As previous years, and:  \* To punctuate sentences accurately with full stops, capital letters, ! and ?  \* To use apostrophes for contracted forms and the possessive (singular)  \* To use commas in lists | As previous years, and:   To begin using and punctuating direct speech (i.e. Inverted commas) | As previous years, and:  \* To use commas after fronted adverbials  \* To indicate possession by using the possessive apostrophe with singular and plural nouns  \* To use and punctuate direct speech (including punctuation within and surrounding inverted commas) | As previous years, and:  \* To use commas to clarify meaning or avoid ambiguity in writing  \* To use brackets, dashes or commas to indicate parenthesis  \* To begin to use colons and semicolons | As previous years, and:  \* To use hyphens to avoid ambiguity  \* To use semicolons, colons or dashes to mark boundaries between independent clauses  \* To use a colon to introduce a list  \* To punctuate bullet points consistently: |
| Grammatical terminology | letter, capital letter, word, singular, plural , sentence  punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb  tense (past, present) , apostrophe, comma | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | determiner, pronoun, possessive pronoun,  adverbial. | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
| Enrichment |