

Year Group	Content to be taught	Punctuation	Terminology
Year 1	<ul style="list-style-type: none"> <li>• How words combine to make a sentence.</li> <li>• Using 'and.'</li> <li>• Plural noun suffixes (s or es) e.g., dog, dogs; wish, wishes.</li> <li>• How the prefix un changes the meaning of words e.g., unkind.</li> <li>• Separation of words with spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Full Stops</li> <li>• Capital letters to start sentences &amp; for personal pronouns (names).</li> <li>• Recognising question marks/exclamation marks and why they are used.</li> </ul>	Capital letter Full stop Sentence Question Mark Exclamation mark Word Singular Plural
Year 2	<ul style="list-style-type: none"> <li>• Forming adjectives using the suffix -ful and -less.</li> <li>• Forming nouns using the suffix -ness, -er and by compound e.g., superman.</li> <li>• Changing adjectives into adverbs (suffix -er, -est and -ly).</li> <li>• Subordination (when, if, that, because)</li> <li>• Coordination (or, and, but)</li> <li>• Expanded noun phrases (e.g., the blue butterfly).</li> <li>• Understand the function of a command, question and statement.</li> <li>• Past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Demarcating sentences with capital letters, full stops, question marks and exclamation marks.</li> <li>• Commas to mark items in a list.</li> <li>• Apostrophes for contraction (indicate missing letters in a word e.g., didn't) and for singular possession ( e.g., the girl's name, Toby's cat).</li> </ul>	Adjective      Noun Phrase Adverb        Apostrophe Suffix          Comma Noun            Noun phrase Statement     Question Command      Exclamation Compound     Verb Tense (past and present)

Year 3	<ul style="list-style-type: none"> <li>• Form nouns using a range of prefixes (super- anti- auto-).</li> <li>• Use a and an correctly.</li> <li>• Understand word families e.g., solve, solution, solver, dissolve are all linked.</li> <li>• Use the following conjunctions: when, before, while, so, because</li> <li>• Use the following adverbs: then, next, soon, therefore</li> <li>• Use the following prepositions: before, after, during, in, because of</li> <li>• Headings and subheadings</li> </ul>	Inverted commas to indicate speech.	Preposition    Direct speech Conjunction Subordinate clause Word family    Prefix Clause    Subordinate clause Consonant    Vowel letter Inverted commas/speech marks
Year 4	<ul style="list-style-type: none"> <li>• To understand the difference between the singular and plural possessive apostrophe.</li> <li>• Use 'we were' instead of 'we was'</li> <li>• Use 'I did' instead of 'I done'</li> <li>• Use fronted adverbials (how, when and where starters to sentences).</li> <li>• Expand on detail to describe the noun (e.g., the strict maths teacher with curly hair).</li> <li>• Use of paragraphs to show a jump in time, place or topic.</li> </ul>	Commas to mark fronted adverbials. Punctuation linked to direct speech. Apostrophes for singular and plural possession ( e.g., Singular -The cat's dinner Plural- The cats' dinner)	Determiner    Pronoun Adverbial Possessive pronoun

Year 5	<ul style="list-style-type: none"> <li>• Changing nouns and adjectives into verbs using -ate -ise -ify.</li> <li>• Relative clause beginning with who, which, where, when, whose, that for example Miss Scott, who loved shopping, went to London.</li> <li>• Use adverbs (perhaps, surely) and modal verbs (might, should, must) to indicate degrees of possibility</li> <li>• Links ideas across paragraphs using adverbials for time (later), place (nearby) and number (secondly)</li> </ul>	<p>Brackets, dashes and commas to indicate parenthesis.</p> <p>Commas to mark clauses.</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>
Year 6	<ul style="list-style-type: none"> <li>• Use formal and informal vocabulary.</li> <li>• How words are related in forms of the similar meaning (synonyms) and the opposites in meaning (antonyms).</li> <li>• Use of passive voice (where the main focus of the sentence is having something done to it e.g. The window was broken by Tim).</li> <li>• Making links across paragraphs using repetition, ellipses (...) and adverbials (on the other hand, in contrast)</li> <li>•</li> </ul>	<p>Use of a semi-colon, colon and dash to indicate a boundary between main clauses.</p> <p>Use of colons to introduce lists.</p> <p>Bullet points to list information.</p> <p>Hyphens to avoid ambiguity e.g., man-eating shark.</p>	<p>Subject Object Active Passive Synonym Antonym Ellipses Hyphen Colon Sem-colon Bullet points</p>