



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Ready to Write</p> <p>(1G5) Leaving spaces between words</p> <p>(1G5) Separation of words with spaces</p>	<p>Sentences</p> <p>(1G3.1) How words can combine to make sentences</p>	<p>Conjunctions</p> <p>(1G3.3) Joining words and joining clauses using 'and'</p> <p>(1G3.1) How words can combine to make sentences</p>	<p>Capital Letters</p> <p>(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Questions</p> <p>(1G5.3) Introduction to question marks to demarcate sentences</p> <p>(1G5.3) Beginning to punctuate sentences using a question mark</p>	<p>Suffixes</p> <p>(1G6.3) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Spelling: Apply the spelling rules for adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p>
	<p>Punctuating Sentences</p> <p>(1G5.1) Introduction to capital letters to demarcate sentences</p> <p>(1G5.2) Introduction to full stops to demarcate sentences</p> <p>(1G5.1) Beginning to punctuate sentences using a capital letter</p> <p>(1G5.2) Beginning to punctuate sentences using a full stop</p>	<p>Capital Letters</p> <p>(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>(1G5.1) Capital letters for names and for the personal pronoun I</p> <p><u>Handwriting:</u> Form digits 0-9</p> <p><u>Mathematics:</u> (1M4c) Recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>Exclamations</p> <p>(1G5.4) Introduction to exclamation marks to demarcate sentences</p> <p>(1G5.4) Beginning to punctuate sentences using an exclamation mark</p>		<p>Singular and Plural</p> <p>(1G6.3) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Prefixes</p> <p>(1G6.2) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Sequencing Sentences</p> <p>(1G3) Sequencing sentences to form short narratives</p>

Year 2

<p>Ready to Write</p> <p>(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>(1G5.1) Capital letters for names and for the personal pronoun I Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> • full stops • capital letters • exclamation marks • question marks <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using 'and'</p>	<p>Conjunctions</p> <p>(2G3.3) Co-ordination (using or, and, or but)</p> <p>(2G3.4) Subordination (using when, if, that, or because)</p>	<p>Word Classes</p> <p>(2G1.6) Use of -ly in Standard English to turn adjectives into adverbs</p> <p>Apostrophes</p> <p>(2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Tenses</p> <p>(2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>(2G4.2) Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Suffixes</p> <p>(2G6.3) Use of the suffixes -er, -est in adjectives</p>	<p>Consolidation (Key Stage 1)</p> <p>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives</p>
<p>Commas</p> <p>(2G5.5) Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists</p> <p>(2G5.5) Commas to separate items in a list</p> <p>Word Classes</p> <p>(2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue</p>	<p>Sentence Types</p> <p>(2G2.2) How the grammatical patterns in a sentence indicate its function as a question</p> <p>(2G2.3) How the grammatical patterns in a sentence indicate its function as a command</p>	<p>Sentence Types</p> <p>(2G2.4) How the grammatical patterns in a sentence indicate its function as an exclamation</p> <p>(2G2.1) How the grammatical patterns in a sentence indicate its function as a statement</p>	<p>Suffixes</p> <p>(2G6.3) Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>(2G6.3) Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p>	<p>Assessments (SATs)</p>	

	butterfly, plain flour, the man in the moon]					
Year 3	<p>Ready to Write</p> <p>(2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> • full stops • capital letters • exclamation marks • question marks <p>(2G2.2) How the grammatical patterns in a sentence indicate its function as a question</p> <p>(2G2.3) How the grammatical patterns in a sentence indicate its function as a command</p> <p>(2G2.4) How the grammatical patterns in a sentence indicate its function as an exclamation</p> <p>(2G2.1) How the grammatical patterns in a sentence indicate its function as a statement</p>	<p>Conjunctions</p> <p>(3G3.4) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>(3G1.4) Using conjunctions to express time and cause</p> <p>(3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p>	<p>Adverbs</p> <p>(3G1.6) Using adverbs to express time and cause</p> <p>(3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]</p>	<p>Speech</p> <p>(3G5.7) Introduction to inverted commas to punctuate direct speech</p>	<p>Nouns</p> <p>No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.</p> <p>Paragraphs</p> <p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p>	<p>Prefixes</p> <p>(3G6.2) Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Spelling: Spell more prefixes</p>

	<p>(2G3.3) Co-ordination (using or, and, or but)</p> <p>(2G3.4) Subordination (using when, if, that, or because)</p> <p>(2G5.5) Commas to separate items in a list</p> <p>(2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>(2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form</p>					
	<p>Determiners</p> <p>(3G1.8) Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>		<p>Prepositions</p> <p>(3G1.7) Using prepositions to express time and cause</p> <p>(3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of]</p>	<p>Tenses</p> <p>(3G4.1b) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>(3G4.1b) Using the present perfect form of verbs in contrast to the past tense</p>	<p>Word Families</p> <p>(3G6.4) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	Consolidation
Year 4	<p>Ready to Write</p> <p>Year 3 English: (3G1.8) Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>(3G3.4) Extending the range of sentences with more than one clause by using a wider</p>	<p>Pronouns</p> <p>(4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>(4G1.5) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Apostrophes</p> <p>(4G5.8) Indicating possession by using the possessive apostrophe with plural nouns</p> <p>(4G5.8) The grammatical difference between plural and possessive – s</p>	<p>Noun Phrases</p> <p>(4G3.2) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Standard English</p> <p>(4G7.1) Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Suffixes</p> <p>Spell using the suffix –ation</p> <p>Spell using the suffix –ly</p> <p>Spell using the suffix –ous</p> <p>Spell words with endings which sound like /ʃən/, spell –tion, –sion, –ssion, –cian</p>

	<p>range of conjunctions, including: when, if, because, although</p> <p>(3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>(3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>(3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of]</p> <p>(3G5.7) Introduction to inverted commas to punctuate direct speech</p> <p>(3G4.1b) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Introduction to paragraphs as a way to group related material</p>		<p>(4G5.8) Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>			
		<p>Fronted Adverbials</p> <p>(4G5.6b) Using fronted adverbials</p> <p>(4G5.6b) Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Speech</p> <p>(4G5.7) Using and punctuating direct speech</p> <p>(4G5.7) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the</p>	<p>Suffixes</p> <p>Spell words with endings sounding like /ʒə/ or /tʃə/</p> <p>Spell words with endings which sound like /ʒən/</p>	<p>Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Consolidation</p>

		<p>(4G5.6b) Using commas after fronted adverbials</p> <p>(4G5.6b) Use commas after fronted adverbials</p>	<p>reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p>			
<p>Year 5</p>	<p>Ready to Write</p> <p>(4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>(4G3.2) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>(4G5.6b) Using fronted adverbials</p> <p>(4G5.6b) Using commas after fronted adverbials</p> <p>(4G5.8) The grammatical difference between plural and possessive – s</p> <p>(4G5.7) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Modal Verbs</p> <p>(5G4.1c) Using modal verbs to indicate degrees of possibility</p> <p>(5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p>	<p>Parenthesis</p> <p>(5G5.9) Using brackets, dashes or commas to indicate parenthesis</p>	<p>Tenses</p> <p>(5G4.1b) Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Commas</p> <p>(5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Prefixes</p> <p>(5G6.2) Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
	<p>Relative Clauses</p> <p>(5G3.1a) Using relative clauses beginning with who, which, where,</p>	<p>Adverbs</p> <p>(5G1.6) Using adverbs to indicate degrees of possibility</p>	<p>Expanded Noun Phrases</p> <p>(5G3.2) Using expanded noun</p>		<p>Cohesion</p> <p>Devices to build cohesion within a paragraph [for</p>	<p>Suffixes</p> <p>(5G6.3) Converting nouns or adjectives into verbs using suffixes [for</p>

	when, whose, that or with an implied (ie omitted) relative pronoun	(5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]	phrases to convey complicated information concisely		example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	example, – ate; –ise; –ify]
Year 6	<p>Ready to Write</p> <p>(5G3.1 a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>(5G4.1 c) Using modal verbs to indicate degrees of possibility</p> <p>(5G4.1 c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>(5G1.6) Using adverbs to indicate degrees of possibility</p> <p>(5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>(5G5.9) Using brackets, dashes or commas to indicate parenthesis</p> <p>(5G3.2) Using expanded noun phrases to convey complicated information concisely</p>	<p>Word Classes</p>	<p>Punctuation</p> <p>(6G5.10) Using a colon to introduce a list</p> <p>(6G5.10) Use of the colon to introduce a list</p> <p>(6G5.11) Use of semicolons within lists</p> <p>(6G5.14) Punctuating bullet points consistently</p> <p>(6G5.14) Punctuation of bullet points to list information</p>	<p>Formal and Informal</p> <p>(6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>(6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>(6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>SATS</p> <p>Cohesion</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Consolidation (Key Stage 2)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>

	<p>(5G4.1b) Using the perfect form of verbs to mark relationships of time and cause</p> <p>(5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing</p>					
	<p>Synonyms and Antonyms</p> <p>(6G6.1) How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>	<p>Subjunctive Form</p> <p>(6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p> <p>(6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>(6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>(6G4.3) Recognising subjunctive forms</p>	<p>Active and Passive</p> <p>(6G4.4) Using passive verbs to affect the presentation of information in a sentence</p> <p>(6G4.4) Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p>	<p>Punctuation</p> <p>(6G5.11) Using semi-colons to mark boundaries between independent clauses</p> <p>(6G5.10) Using colons to mark boundaries between independent clauses</p> <p>(6G5.12) Using dashes to mark boundaries between independent clauses</p> <p>(6G5.11) Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>(6G5.10) Use of the colon to mark the boundary between independent clauses</p> <p>(6G5.12) Use of the dash to mark the boundary between independent clauses</p> <p>Hyphens</p> <p>(6G5.13) Using hyphens to avoid ambiguity</p> <p>(6G5.13) How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover]</p>	<p>Consolidation (Key Stage 2)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>	<p>Consolidation (Key Stage 2)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>