

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar: Word	The rules for plural –es (e.g. dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun  Introduction to simple contracted forms using 'not' (e.g. can't, haven't and don't)	The rules for plural –es (e.g. dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun	The rules for plural –es (e.g. dog, dogs, wish, wishes), including the effects of these suffixes on the meaning of the noun			Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for
Grammar: Suffixes	Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman)	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	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Formation of adjectives using suffixes such as –ful, –less		Formation of adjectives using suffixes such as –ful, –less	
Grammar: Noun phrases	Expanded noun phrases to describe and specify (e.g. the blue butterfly)	Use expanded noun phrases to describe and specify (for example, the blue butterfly)	Use of expanded noun phrases to describe and specify Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)	Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)
Grammar: Adverbial phrases						
Grammar: Tense	Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting) The past tense correctly and consistently, including the progressive form	Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing
Grammar: Sentence	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Commas to separate items in a list	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Sentences with different forms: statement, question, exclamation, command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Grammar: Sentence conjunctions	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use subordination (using when, if, that, because) and co-ordination (using or, and, but)	Joining words and joining clauses using and Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, or because)	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of) (LKS2)	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of) (LKS2)
Grammar: Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list
Grammar: Speech						
Grammar: Terminology					noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma
Grammar: Levels of formality and changes in register						
Grammar: Text	Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)	• Introduction to paragraphs as a way to group related material (LKS2) • Headings and sub-headings to aid presentation (LKS2)	• Introduction to paragraphs as a way to group related material (LKS2) • Headings and sub-headings to aid presentation (LKS2)