

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar: Word	Use further prefixes and suffixes and understand how to add them Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Use further prefixes and suffixes and understand how to add them		Use further prefixes and suffixes and understand how to add them (English Appendix 1) The grammatical difference between plural and possessive -s	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Use of 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]
Grammar: Suffixes	Use further prefixes and suffixes and understand how to add them	Use further prefixes and suffixes and understand how to add them	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them -tion and -ness suffixes (English Appendix 1)</li> <li>Use further prefixes and suffixes and understand how to add them (-sion/ -cian/ -tion)</li> </ul>	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand how to add them	<p>Apply knowledge of root words, prefixes and suffixes</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet</p>
Grammar: Noun phrases	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) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expand noun phrases by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to the strict teacher with curly hair) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Indicating possession by using the possessive apostrophe with plural nouns	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).	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) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	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)	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)
Grammar: Adverbial phrases	Fronted adverbials [for example, Later that day, I heard the bad news.] Using fronted adverbials	<ul style="list-style-type: none"> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Using fronted adverbials</li> </ul> Add clarity and detail to sentences by adding fronted adverbials	Fronted adverbials [for example, Later that day, I heard the bad news.] <ul style="list-style-type: none"> <li>Use of commas after fronted adverbials</li> </ul>	Fronted adverbials [for example, Later that day, I heard the bad news.] Using fronted adverbials	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials	Fronted adverbials [for example, Later that day, I heard the bad news.]
Grammar: Tense		Using the present perfect form of verbs in contrast to the past tense		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]	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]	
Grammar: Sentence	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> </ul> Use of paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>		Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Grammar: Sentence conjunctions	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]		Expressing time, place and cause using conjunctions, adverbs or prepositions	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions Using conjunctions, adverbs and prepositions to express time and cause	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	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]

Grammar: Punctuation	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials Use of commas to clarify meaning or avoid ambiguity	<ul style="list-style-type: none"> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials</li> </ul> </li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<ul style="list-style-type: none"> <li>• Use of commas after fronted adverbials</li> </ul>	Use of inverted commas and other punctuation to indicate direct speech <ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>Using commas after fronted adverbials</li> <li>• Using and punctuating direct speech</li> </ul>	Use of commas after fronted adverbials	Use inverted commas to punctuate direct speech <ul style="list-style-type: none"> <li>• Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>
Grammar: Speech		Inverted commas for direct speech and using a comma after the reporting clause e.g. The conductor shouted, 'Sit down!')	Use of inverted commas and other punctuation to indicate direct speech	Use of inverted commas and other punctuation to indicate direct speech Using and punctuating direct speech		Use inverted commas to punctuate direct speech
Grammar: Terminology				determiner pronoun possessive pronoun adverbial		
Grammar: Levels of formality and changes in register				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] 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]		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]
Grammar: Text	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Use of paragraphs to organise ideas around a theme</li> </ul>	Use of paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> <li>• Headings and sub-headings to aid presentation</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	Introduction to paragraphs as a way to group related material <ul style="list-style-type: none"> <li>• Headings and sub-headings to aid presentation</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	