

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar: Word	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] How words are related by meaning as synonyms and antonyms [for example, big, large, little]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Using passive verbs to affect the presentation of information in a sentence Using modal verbs or adverbs to indicate degrees of possibility How words are related by meaning as synonyms and antonyms	Indicate degrees of possibility using modal verbs [for example, might, should, will, must] How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)
Grammar: Suffixes	Use further prefixes and suffixes and understand the guidance for adding them Use further prefixes and suffixes and understand the guidance for adding them - Continue to distinguish between homophones and other words which are often confused	Use further prefixes and suffixes and understand the guidance for adding them			Use further prefixes and suffixes and understand the guidance for adding them (-auto)	Use further prefixes and suffixes and understand the guidance for adding them
Grammar: Noun phrases	Use of expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify] • Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely	• Use expanded noun phrases as a descriptive device [revision from LKS2]	Using expanded noun phrases to convey complicated information concisely	Using expanded noun phrases to convey complicated information concisely
Grammar: Adverbial phrases	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Grammar: Tense	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Grammar: Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Using passive verbs to affect the presentation of information in a sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Using passive verbs to affect the presentation of information in a sentence	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Using passive verbs to affect the presentation of information in a sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Using the perfect form of verbs to mark relationships of time and cause	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 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)] (Y6)
Grammar: Sentence conjunctions	Linking 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] - Brackets, dashes or commas to indicate parenthesis				• Using the perfect form of verbs to mark relationships of time and cause	
		• Use of hyphens to create compound words and phrases [for example, well-known]	Using commas to clarify meaning or avoid ambiguity in writing	Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark	Use of commas to clarify meaning or avoid ambiguity in writing	Use of commas to clarify meaning or avoid ambiguity in writing

Grammar: Punctuation	Use of commas to clarify meaning or avoid ambiguity	<p>phrases [e.g. co-ordinate and weather-worn]</p> <ul style="list-style-type: none"> • Use of the colon to introduce a list • Punctuation of bullet points to list information 	<p>ambiguity in writing</p> <p>Punctuation of bullet points to list information</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Using semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>ambiguity</p> <ul style="list-style-type: none"> • Using brackets, dashes or commas to indicate parenthesis 	<p>ambiguity</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis
Grammar: Speech	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)	<p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<ul style="list-style-type: none"> • 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] 	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms)	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)
Grammar: Terminology					Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading	
Grammar: Levels of formality and changes in register		<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	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)] (Y6) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)
Grammar: Text		<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials</p> <ul style="list-style-type: none"> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<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>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <ul style="list-style-type: none"> • Linking 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] 	<p>Linking ideas across paragraphs using adverbials</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <ul style="list-style-type: none"> • Linking 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] 		<ul style="list-style-type: none"> • Linking 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] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]