

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar: Word	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>			
Grammar: Suffixes	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them 	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them 	<p>Use further prefixes and suffixes and understand the guidance for adding them</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them</p>	
Grammar: Noun phrases	<p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using expanded noun phrases to convey complicated information concisely</p>	<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely 		<p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using expanded noun phrases to convey complicated information concisely</p>
Grammar: Adverbial phrases	<p>Using modal verbs or adverbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause 	<p>Using modal verbs or adverbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause 	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>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>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using adverbs to indicate degrees of possibility</p>
Grammar: Tense			<p>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>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>		
Grammar: Sentence	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using relative clauses beginning with who, which, where, when, whose, that</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using relative clauses beginning with who, which, where, when, whose, that</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>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>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p>	
Grammar: Sentence conjunctions	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause 				
	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> Using a colon to introduce a list 	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> Using a colon to introduce a list 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate 	<p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> Using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing

Grammar: Punctuation	<ul style="list-style-type: none"> Punctuating bullet points consistently <p>Using semi-colons to mark boundaries between independent clauses</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<ul style="list-style-type: none"> Punctuating bullet points consistently <p>Using semi-colons to mark boundaries between independent clauses</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <ul style="list-style-type: none"> Using dashes to mark boundaries between independent clauses <p>Punctuation of bullet points to list information</p>	<p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (use of hyphenated adjectives)</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis Using semicolons, colons or dashes to mark boundaries between independent clauses 	<p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> Using a colon to introduce a list
Grammar: Speech	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>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>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>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	
Grammar: Terminology	<p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>			
Grammar: Levels of formality and changes in register	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>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>			
Grammar: Text	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>		