

**Let Your Light Shine!**

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| **Grammar** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Word/Sentence | As previous years, and:\* To use regular plural noun suffixes (-s, -es)\* To use verb suffixes where root word is unchanged (-ing, -ed, -er)\* To use un- prefix to change meaning of adjectives/adverbs\* To combine words to make sentences\* To use simple conjunctions to join clauses: and, but, because. | As previous years, and:\* To use suffixes to form new words\* -ful, -er, -ness –ly –less -est\* To write sentences with different forms: statement, question, exclamation, command\* To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)\* To use noun phrases to describe. | As previous years, and:\* To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although\* To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition\* To use conjunctions, adverbs and prepositions to express time and cause (and place)\* use the correct form of 'a' or 'an'\* To form nouns using prefixes (super-, anti-)\* To spell word families based on common words (solve, | As previous years, and:\* To know the difference between plural and possessive -s\* To use a full range of different conjunctions\* To use Standard English verb inflections (I did vs I done)\* To use fronted adverbials\* To use extended noun phrases with prepositions | As previous years, and:\* To use a thesaurus\* To use expanded noun phrases to convey complicated information concisely\* To use modal verbs or adverbs to indicate degrees of possibility\* To use verb prefixes\* dis-, de-, mis-, over-, re-\* using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun\* To convert nouns or adjectives into verbs | As previous years, and:\* To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms\* To use passive verbs to affect the presentation of information in a sentence\* To use the perfect form of verbs to mark relationships of time and cause\* To know the differences in informal and formal language\* To use synonyms & antonyms |
| Text | As previous years, and:\* To sequence sentences to form short narratives | As previous years, and:\* To use the present and past tenses correctly and consistently including the progressive form\* To use some features of written Standard English | As previous years, and:\* To use the present perfect form of verbs in contrast to the past tenseTo begin using paragraphs | As previous years, and:\* To use paragraphs to organise ideas\* To make an appropriate choice of pronoun or noun to create cohesion | As previous years, and:To use devices to build cohesion, including adverbials of time, place and number | As previous years, and:\* To use further cohesive devices such as grammatical connections and adverbials\* To use a range of layout devicesTo use ellipsis |
| Punctuation | As previous years, and:\* To separate words with spaces\* To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark\* To use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | As previous years, and:\* To punctuate sentences accurately with full stops, capital letters, ! and ?\* To use apostrophes for contracted forms and the possessive (singular)\* To use commas in lists | As previous years, and: To begin using and punctuating direct speech (i.e. Inverted commas) | As previous years, and:\* To use commas after fronted adverbials\* To indicate possession by using the possessive apostrophe with singular and plural nouns\* To use and punctuate direct speech (including punctuation within and surrounding inverted commas) | As previous years, and:\* To use commas to clarify meaning or avoid ambiguity in writing\* To use brackets, dashes or commas to indicate parenthesis\* To begin to use colons and semicolons | As previous years, and:\* To use hyphens to avoid ambiguity\* To use semicolons, colons or dashes to mark boundaries between independent clauses\* To use a colon to introduce a list\* To punctuate bullet points consistently:  |
| Grammatical terminology | letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverbtense (past, present) , apostrophe, comma | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | determiner, pronoun, possessive pronoun, adverbial. | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
| Enrichment |