



Subject: Literacy (Grammar)

RECEPTION			YEAR 1			YEAR 2 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 3 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 4 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 5 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 6 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Capital letters. Nouns Pronouns Adjectives Full stops Object, subject Sentence structure	Sentence structure capital letters in sentences Capital letters for names and for the personal pronoun. Sequencing sentences to form short narratives. Joining words and joining clauses using and. Introduction to capital letters, full stops ... to demarcate sentences. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Expanded noun phrases for names and for the personal pronoun.	Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes). Capital letters for names and for the personal pronoun. How the prefix un- changes the meaning of the noun. How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).	Subordination (using when, if, that, because) and co-ordination (using or, and, but). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Use of -ly in standard English to turn adjectives into adverbs. Time connectives. Commas to separate items in a list. Apostrophes to mark singular possession in nouns (for example, the girl's name). Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er and -est in adjectives. Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman)	Capital letters for proper nouns Full stops and capital letters Capital letters in poetry Using 'a' and 'an' Conjunctions Question marks Adjectives Words to replace nouns (pronouns) Conjunctions to express time Regular past tense verbs Prepositions Standard English English speech marks Verb recognition	Adjectives to compare Regular plural nouns Irregular plural nouns Collective nouns Adverbs of manner Adverbs of time and place Alternative verbs Prepositions Parts of a sentence Irregular past tense verbs Conjunctions Apostrophe for contraction Irregular adjectives to compare (Standard English) Paragraphs Headings and subheadings	Direct speech Full stops, question marks, exclamation marks Commas in lists Adverbs to begin a sentence Prefixes Word families Apostrophe for possession Possessive pronouns Present perfect tense Subordinate clauses Alternatives for said Irregular adjectives to compare (Standard English) Paragraphs Headings and subheadings	Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because). Word families based on common words, showing how words are related in form and meaning (for example, solver, solution, 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 book). The grammatical difference between plural and possessive s. Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Forming of nouns using a range of prefixes (for example super-, anti-, auto-). Word families based on common words, showing how words are related in form and meaning (for example, Later that day, I heard the bad news). Use of commas after fronted adverbials. 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). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of). Fronted adverbials (for example, Later that day, I heard the bad news). Use of commas after fronted adverbials. 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). Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	To develop a knowledge of vocabulary and terminology To know what a noun phrase is. To use extended noun phrases. To using a wide range of devices to build cohesion within and across paragraph using expanded noun phrases to convey complicated information concisely recognise a noun or adjective within an expanded noun phrase. Tenses	Tenses Relative clauses To use the passive and active voice. To use causal conjunctions and use cause and effect sentences. To identify the key features of the key features of fiction and non-fiction genres.	To use transitional conjunctions and adverbials of time to develop links between paragraphs. To use dashes, brackets and commas for parenthesis. To use technical vocabulary related to the topic. To use relative clauses including which, where, when, who and whom. To use colons to introduce a list.	Conjunctions (identifying types. Must include co-ordinating and subordinating). Inc. time for recounts. Word classes inc. adverbs Noun and verb classification inc. modal Fronted adverbials and sentence starters. Paragraph reminder if needed. Subject and object Subject and object Subject and object Commas for clauses, to clarify meaning and lists. Paragraph reminder. Parentheses (brackets, dashes, commas) Semi-colons, colons in lists. Bullet points for lists Semi-colons, colons and dashes (for clauses) Relative and embedded clauses Relative and embedded clauses	Implied relative pronouns Expanded noun phrases and other tenses Word classes inc. adverbs Noun and verb classification inc. modal Direct speech/ indirect speech Apostrophes (for contraction and possession) Subjective form (needs to include teaching on formal style) Reported speech Prepositions of time Hyphens used to avoid ambiguity (man-eating shark) Possessive / relative pronouns	Use of the progressive form of verbs in the present and past tense to mark actions in progress REVISION ON TENSES Determiners / articles REVISION ON WORD CLASSES Statements, questions, commands and exclamations REVISION ON PUNCTUATION Sentence / phrase / clauses REVISION ON PARTS OF SENTENCE (subject / object) Revision of grammar for writing Revision of grammar for writing		