




Roecliffe CE Primary School  
Grammar Substantive Knowledge Progression

|            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------|---|--|--|---|--|--|
| Nursery    | In Nursery, we lay the best possible foundations for Phase 2 phonics in Reception by teaching rhyme activities, phonological awareness and oral blending games. These help to support the development of writing and reading. Alongside this, we use the 'Squiggle Whilst You Wiggle' Programme to develop solid foundations for handwriting. |  |  |   |  |  |
|            | Settling in and getting to know each other!   | <b>Rhyme Time:</b><br>1,2,3,4,5 Once I Caught a Fish Alive<br>A Sailor Went to Sea<br>Baa, Baa, Black Sheep<br>Down at the Station | <b>Rhyme Time:</b><br>Hey, Diddle, Diggle<br>Hickory, Dickory,<br>Dock<br>Humpty Dumpty<br>Incy Wincy Spider   | <b>Rhyme Time:</b><br>Jack and Jill<br>Mary, Mary, Quite<br>Contrary<br>Miss Molly Had a Dolly<br>One, Two, Buckle My<br>Shoe | <b>Rhyme Time:</b><br>Pat-a-cake<br>Ring-a-ring-a-roses<br>Round and Round<br>the Garden<br>Row, Row, Row Your<br>Boat   | <b>Rhyme Time:</b><br>The Grand Old Duke<br>of York<br>The Wheels on the<br>Bus<br>Twinkle, Twinkle Little<br>Star<br>Wind the Bobbin Up |
|            |   | <b>Phonological Awareness:</b><br>s a t p i n  | <b>Phonological Awareness:</b><br>m d g o c k e  | <b>Phonological Awareness:</b><br>u r h b f l j   | <b>Phonological Awareness:</b><br>v w y z q u c h  | <b>Phonological Awareness:</b><br>c h x s h t h n g n k  |
|            |   | <b>Recognising Their Name:</b><br>Teach children to find their name using their picture.   | <b>Recognising Their Name:</b><br>Teach children to recognise the initial sound of their name.   | <b>Recognising Their Name:</b><br>Teach children to recognise the capital letter that starts their name.                      | <b>Recognising Their Name:</b><br>Teach children to match their name to their picture.   | <b>Recognising Their Name:</b><br>Children to start trying to write their name by writing over the top of a template.                    |
| Grammar    |   | <ul style="list-style-type: none"> <li>Link up to 4-5 words together</li> </ul>  | <ul style="list-style-type: none"> <li>Understand and answer some simple questions including 'who', 'what' or 'where'.</li> <li>Use sentences of 4 to 6 words</li> </ul> |   | <ul style="list-style-type: none"> <li>Begin to use joining words like 'because' and 'and'</li> <li>Begin to use future and past tense</li> <li>Use talk to organise their thoughts and problem solve.</li> <li>To understand and answer 'why' questions.</li> </ul> |  |
| Vocabulary |   | <b>Sound Phoneme Blending Rhyme Name Words</b><br>Linking ideas using - 'And' or 'Because'   |  |   |  |  |

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| Handwriting | <p>Uses one handed tool with increasing confidence using features a four fingered grasp (PG3), e.g. tweezers</p>    | <p>Mark make with different sized pens, crayons, paint brushes using features of a static tripod grasps (PG4)</p>   | <p>Hold a pencil using features a dynamic tripod grasp pencil grip (PG5) for mark making</p>    |
|             | <p>Speaking:</p> <ul style="list-style-type: none"> <li>• Can start a conversation with an adult or friend and can continue it for many turns.</li> <li>• Uses longer sentences of four to six words.</li> <li>• Links sentences with conjunctions.</li> <li>• Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' He/she may have problems saying:- some sounds, r, j, th, ch and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>• Uses talk to organise himself/herself and his/her play; 'let's go on a bus...you sit there...I'll be the driver.'</li> <li>• Knows many rhymes, is able to talk about familiar books, and can tell a long story</li> <li>• Is able to express a point of view and to debate when he/she disagrees with an adult or friend, using words as well as actions.</li> <li>• Uses a wider range of vocabulary.</li> <li>• Sings a large repertoire of songs.</li> </ul> | <p>Handwriting Fine Motor Skills:</p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand</li> <li>• Uses a comfortable grip with good control when holding pens and pencils.</li> </ul> | <p>Composition:</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book - page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> </li> <li>• - recognise words with the same initial sound, such as money and mother.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> |

|             | Autumn 1  | Autumn 2  | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
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| Reception   | In Reception, we build upon the foundations of phonics to create confident early writers by teaching daily phonics sessions, daily handwriting sessions and guided writing groups.  |   |  |          |  |          |
| Genre       | Name writing<br><br>Writing CVC words   | Caption writing<br><br>Labels for models in areas of provision<br><br>Lists - lists for Santa<br><br>Card writing - Christmas | Simple sentence writing - starting to use capital letters, full stops and finger spaces.<br><br>Card writing - Easter  |          | Writing more than one sentence using story language  |          |
| Grammar     | <ul style="list-style-type: none"><li>• Begin to describe events in detail</li><li>• Start asking questions such as –how are you? Please can I play to? Please can you help me?</li><li>• Write simple CVC noun phrases</li><li>• To start to use full stops and finger spaces.</li></ul>   |   | <ul style="list-style-type: none"><li>• Can ask questions to find out about own interests and show they understand the answers in discussions e.g how, who, where, when</li><li>• Can use new related vocabulary during their play</li><li>• To describe events in detail.</li><li>• Begin to retell a story, including longer stories.</li><li>• To start writing simple sentences.</li><li>• Start to use capital letters.</li></ul> |          | <ul style="list-style-type: none"><li>• Begin to use connectives to link ideas when talking such as and, or, but, because and then</li><li>• Use story language when acting out a story narrative</li><li>• Writing simple sentences using story language.</li><li>• To use capital letters, full stops and finger spaces more frequently.</li></ul> |          |
| Vocabulary  | Phoneme<br>Grapheme<br>Blend<br>Segment<br>Digraph<br>Letter<br>Caption<br>Sentence<br>Finger Space<br>Full Stop  |   | Trigraph<br>Capital Letters  |          | Start<br>Beginning<br>End  |          |
| Handwriting | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) ● Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) ● Form lower-case and capital letters correctly. (L)</p> <p>Handwriting is taught as a whole class, using the letters learnt during phonics lessons. The formation of letters is taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of the Autumn term.</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, q<br/>0 1 2 3 4 5 6 7 8 9 plus CAPITAL LETTERS</p> |   |  |          |  |          |

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|                     | Break Joins b g j p q x y z f   |  |  |
|                     | <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> | <p><b>Handwriting Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Form lower-case and capital letters correctly.</li> </ul> | <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• They use key features of narrative in their own writing.</li> </ul> |
| Early Learning Goal | <p><b>Speaking:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>   | <p><b>Fine Motor:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>   | <p><b>Writing:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>   |

| Year 1  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---------|--|--|--|--|--|---|
| Genre   | <p>Story writing - The Three Little Pigs</p> <p>Enquiry Questions</p> <p>Interview Questions</p> | <p>Story Writing - Stick Man</p> <p>Script writing - Nativity</p> <p>Christmas Poem</p>                                      | <p><a href="#">Molly Rogers to the Rescue</a></p> <p>Narrative</p>   | <p>Non fiction -<a href="#">Professor Astro Cats Deep Sea Voyage</a></p> <p>Fact File</p>                  | <p><a href="#">Rabbit and Bear</a></p> <p>Narrative</p> <p>Animal Fact File</p>  | <p><a href="#">Great Women who saved the Planet</a></p> <p>Graphic 'novel' - cartoon</p>  |
| Grammar | <p>Story Mapping</p> <p>Capital Letters/ Full stops and finger spaces.</p> <p>Questions (?)</p>  | <p>Planning</p> <p>Capital Letters/ Full stops and finger spaces.</p> <p>Capital letters for names.</p> <p>Questions (?)</p> | <p>Independently use full stops and capital letters.</p> <ul style="list-style-type: none"> <li>• Use a story structure of beginning, middle and end.</li> <li>• Introduce a problem and resolution to story.</li> <li>• Start to use interesting sentence openers e.g suddenly, one morning.</li> </ul> <p>Joining words and joining clauses using and</p> <p>Use adjectives Start to use ! and ?</p> | <p>Use facts to create a non-fiction leaflet or factfil</p> <p>- Use headings Or questions as headings</p> | <p>How the prefix un- changes the meaning of verbs and adjectives</p> <p>Story openers/ adverbials one rainy/ sunny day.</p> <ul style="list-style-type: none"> <li>- Story narrative 5 parts</li> <li>Opening, build up, problem, resolution, ending</li> <li>- Planning and writing a story</li> <li>- Refine and rewrite</li> </ul> <p>Regular plural noun suffixes -s or -es [e.g dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Use facts to create a non-fiction leaflet or factfile</p> <p>- Use headings Or questions as headings</p> | <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> |

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| Vocabulary                     | letter, capital letter<br><br>word,<br>punctuation, full stop,<br>question mark   | Sentence<br>question mark, exclamation<br>mark | singular, plural<br><br>Problem, resolution<br><br>question mark, capital<br>letter, full stop,<br>exclamation mark | question mark, capital letter,<br>full stop, exclamation mark | question mark, capital<br>letter, full stop,<br>exclamation mark | question mark, capital<br>letter, full stop, exclamation<br>mark |
| Handwriting                    | <p>Pupils will spend Autumn term practising the formation of lower case letters as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible. Pupils should be ready to learn base joins at the beginning of the Summer term (see below):</p> <p>Revision: Lower case a-z Child's full name Capitals A-M Capitals N-Z</p> <p>Set 1 ll li ti il it ill ut at ull<br/> Set 2 all in un an im um om ine ime<br/> Set 3 ar aw iv hu ti ki du ay ey<br/> Set 4 ip up ib ub th ck ch ent ant</p>   |  |   |   |  |  |
| National Curriculum objectives | <p><u>Word</u> Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun<br/> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br/> How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]<br/> <u>Sentence</u> How words can combine to make sentences<br/> Joining words and joining clauses using and<br/> <u>Text</u> Sequencing sentences to form short narratives<br/> <u>Punctuation</u> Separation of words with spaces<br/> Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences<br/> Capital letters for names and for the personal pronoun I</p> |  |   |   |  |  |

|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
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| Year 2<br><br>Genre                       | Character description<br>(rabbit and bear)<br><br>Story<br><br>Acrostic poem<br><br>Letter | Poetry (bonfire<br>night/fireworks)<br><br>Poem<br><br>Setting description<br><br>Diary entry<br><br>Newspaper report | Instructions<br>(growing food)<br><br>Narrative based on<br>Feast (Disney film)  | Non chronological<br>report about how<br>holidays have<br>changed<br><br>Diary entry from the<br>POV of a boat (based<br>on Little Boat- Literacy<br>Shed) | Diary entry- one of<br>the people<br>building the<br>pyramids<br><br>Persuasive leaflet<br>to visit one of the 7<br>wonders of the<br>world | Biography of a local<br>hero   |
| Grammar<br><br><i>B=Y3<br/>objectives</i> | Coordinating conjunctions<br><br>Past tense verbs  | Commas in a list<br><br>Expanded noun phrases<br><br>subordination (using<br>when, if, that, or                       | Apostrophes for<br>expanded forms<br><br><i>using fronted<br/>adverbials and</i> | Complex sentences-<br>subordinating<br>conjunctions<br><br>Prepositions- position of<br>the boat   | Question marks for<br>rhetorical questions  | subordination (using<br>when, if, that, or because)<br>and coordination (using<br>or, and, or but) |

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|                                |  | because) and coordination (using or, and, or but)<br><br><i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i> | <i>commas after fronted adverbials</i><br><br><i>indicating possession by using the possessive apostrophe with plural nouns</i><br><br><i>using and punctuating direct speech</i> | Adverbs to describe the movement of the boat |                       |                       |
| Vocabulary                     | suffix<br>adjective,<br>apostrophe,<br>tense (past, present)   | Verb<br>noun, noun phrase<br>Comma<br>statement,   | exclamation, command<br>(bossy verbs)   | Adverb,<br>Subordinating<br>conjunctions     | compound<br>question, | tense (past, present) |
| Handwriting                    | <p>Pupils should spend a few weeks practising base joins before progressing onto top joins to anti-clockwise letters and other joins. Handwriting should be taught as a whole class, but with additional activities for any children experiencing difficulties.</p> <p>Top joins<br/>Set 1 ou ov ow op<br/>Set 2 re ri rt rk<br/>Set 3 ob ol ot of if<br/>Set 4 ve we wh<br/>Set 5 fe fi fu fl ft</p> <p>Joins to anti-clockwise letters<br/>Set 1 ac ad ag ca da ha<br/>Set 2 oa od og oo<br/>Set 3 fa fo va wa ws<br/>Set 4 ea ed</p> <p>Other joins<br/>Set 1 Joins to e<br/>Joining from t<br/>Joining from p<br/>Joining from b<br/>Descenders<br/>Descenders joined to e<br/>qu<br/>ff<br/>ss<br/>sw<br/>us<br/>ix</p> |  |   |  |                       |                       |
| National Curriculum objectives | <p><u>Word</u> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]<br/>Formation of adjectives using suffixes such as -ful, -less<br/>Use of the suffixes -er, -est in adjectives and the use of -ly in<br/>Standard English to turn adjectives into adverbs<br/><u>Sentence</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but)<br/>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>  |  |   |  |                       |                       |

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|  | <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text</b> Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> |
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| Year 3              | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
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| Genre               | <p>Instructions- how to make clouds based on A Cloudy Lesson - Literacy Shed</p> <p>Setting descriptions (different types of weather to describe)</p>   | <p>Newspaper report (about the discovery of Skara Brae)</p> <p>Narrative - stone age adventure (Stone Age Boy)</p>       | Persuasive leaflet advertising our locality          | Non chronological report (changes from stone age/bronze age/iron age/today) | <p>Narrative writing based on The Iron Man</p> <p>Instructions- how to build the Iron Man</p>       | Letter writing- why it is important for parents to preserve local environment |
| Grammar             | <p>Headings and subheadings to organise information</p> <p>Compound sentences- coordinating conjunctions</p> <p>Sentence of 3 for description</p>   | <p>Direct speech- use of inverted commas</p> <p>Conjunctions to create cohesion</p> <p>Adverbials &amp; prepositions</p> | Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! | Complex sentences- subordinating conjunctions                               | <p>Present perfect tense 'Ing'clauses as openers</p> <p>Relative clause</p> <p>Imperative verbs</p> | Complex sentences- subordinating conjunctions                                 |
| Vocabulary          | Preposition, word family, prefix, Consonant, vowel,   | direct speech, inverted commas (or 'speech marks') conjunction   | Verb   | Clause, subordinate clause  | Bossy (imperative) verb   | Clause, subordinate clause  |
| Handwriting         | Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum.  |  |  |   |   |   |
| National Curriculum | <p><b>Word</b> Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Sentence</b> 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]</p> <p><b>Text</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>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]</p> <p><b>Punctuation</b> Introduction to inverted commas to punctuate direct speech</p> |  |  |   |   |   |

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Genre                          | Non-chronological report- Niagara Falls<br>Diary based on Holes  | Myth<br>Instructions- how to mummify  | *Narrative that raise issues/ dilemmas- Lighthouse (Literacy Shed)<br><br>Explanation text- water cycle | Narrative based on escape from Pompeii<br><br>Newspaper report                          | Explanation text 'why do volcanoes erupt?'<br><br>Stories set in imaginary worlds - Firework Maker's Daughter                 | Persuasive letter- claiming innocence<br><br>Classic poem- The Highwayman  |
| Grammar                        | *(), - to indicate parenthesis<br>*Present tense<br>* bullet points<br><br>Simple past tense, present progressive tense  | Powerful imagery<br><br>Imperative verbs<br>Colon to introduce a list<br>Bullet points  | Cohesion between paragraphs<br><br>Coordinating and subordinating conjunctions<br>{, - for parenthesis  | Inverted commas<br>sentence of 3 actions<br><br>Chronological order<br>Relative clauses | Time and causal conjunctions<br>Cohesion<br>Picture and caption<br><br>adjectives and adjectival phrases to create atmosphere | *emotive language<br>* rhetorical questions<br>* cause and effect connectives<br><br>Rhythm<br>Repetition<br>Effective word choice |
| Vocabulary                     | Determiner<br>pronoun, possessive pronoun  | Adverbial, fronted adverbial<br>Inverted commas<br><br>Imperative verbs<br>Bullet point | Coordinating conjunction<br>Subordinating conjunction<br>Suspense                                       | Preposition   | Coherence   | Imperative verbs   |
| Handwriting                    | Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum.   |   |   |   |   |  |
| National Curriculum objectives | <p><b>Word</b> The grammatical difference between plural and possessive –s 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]</p> <p><b>Sentence</b> 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)</p> <p><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p> |   |   |   |   |  |

| Year 5                         | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------------------------------|---|---|---|---|---|--|
| Genre                          | <p>Non chronological report (polar animal)</p> <p>Narrative (adventure)</p> <p>Formal letter- application for a job on the Endurance</p>  | <p>Newspaper report- Sutton Hoo</p> <p>Biography- Alfred the Great</p> <p>Classic poetry- Beowulf</p>   | <p>Explanation text- how does a mountain form?</p> <p>Balanced argument/ persuasion- tourism in Alps</p>  | <p>Historical setting narrative- <a href="#">Jotun</a></p> <p>Diary in the life of a viking</p> | <p>Persuasion (Fairtrade)</p> <p>Narrative that raises issues or dilemmas- set in the Amazon</p>                        | <p>Explanation text linked to transport</p> <p>Recount (Marrick residential)</p> <p>Biography- George Stephenson</p>   |
| Grammar                        | <p>*(), - to indicate parenthesis</p> <p>*Present tense</p> <p>* bullet points</p> <p>: to introduce a list</p> <p>Impersonal tone</p> <p>*Inverted commas</p> <p>*Semicolons between clauses</p> <p>*sentence of 3 actions</p> <p>*Formal language</p> <p>*Subjunctive voice</p>   | <p>Chronological order</p> <p>*Relative clauses</p> <p>*Passive voice</p> <p>*(), - to indicate parenthesis</p> <p>*Past tense</p> <p>*3rd person</p> <p>*Passive voice</p> <p>• alliteration</p> <p>• personification • onomatopoeia • similes</p> <p>Repetition for effect</p> <p>*Message for the reader</p> | <p>*Colons to introduce extended lists</p> <p>*Conjunction</p> <p>*Perfect forms of verbs to show cause e.g. has seen a negative impact</p> <p>* progressive tense e.g. is causing</p> <p>*language of debate</p> | <p>Colon between clauses</p>  | <p>*Emotive language</p> <p>*commas to clarify meaning</p> <p>*Modal verbs</p> <p>*Vary sentence length for effect.</p> | <p>Time and causal conjunctions</p> <p>Cohesion</p> <p>Picture and caption</p> <p>Technical language</p> <p>Chronological order</p> <p>1st person</p> <p>Semi colons in expanded lists</p> |
| Vocabulary                     | <p>Relative pronoun relative clause</p> <p>parenthesis, bracket, dash</p> <p>Subjunctive voice</p> <p>Inverted commas</p>   | <p>Cohesion</p> <p>Preposition</p> <p>Personification, alliteration</p>   | <p>Ambiguity</p> <p>Determiner</p> <p>Subordinate clause</p>  | <p>Present and past progressive tense</p>   | <p>modal verb,</p>  |  |
| Handwriting                    | <p>Write legibly, fluently and with increasing speed • Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task. • Use style of handwriting is appropriate for a particular task eg printing labels, notetaking</p> <p>If a pupil's writing is still poor, this is tackled by teacher/pupil discussion or individualised and specific target setting and intervention</p>   |   |   |   |   |  |
| National Curriculum objectives | <p><b>Word</b> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><b>Sentence</b> 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]</p> <p><b>Text</b> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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> <p><b>Punctuation</b> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> |   |   |   |   |  |

| Year 6                         | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--------------------------------|--|---|---|--|---|---|
| Genre                          | Biography (Nelson Mandela)<br><br>Narrative story (another culture)<br><br>Poetry (Inspired by Alan Bolde)   | Non chronological reports- the Mayans<br><br>Newspaper report   | Narrative- story that raises issues (The Varmints)<br><br>Persuasion- palm oil<br><br>*Poet study- Philip Gross       | Greek myth based on 5 trials of Heracles                   | Science fiction- space holiday<br><br>Persuasion- advertisement of invention for the future<br><br>Balanced argument  | *Narrative (flashback based on the Piano)<br><br>*Recount (Marrick residential) |
| Grammar                        | *(), - to indicate parenthesis<br>*3rd person<br>*Passive voice<br><br>Dialogue that develops the reader (contractions, interjections e.g. well, um..., - for pauses<br>; between clauses  | *(), - to indicate parenthesis<br>*Present tense<br>* bullet points<br>: to introduce a list<br>Impersonal tone<br><br>Chronological order<br>*Relative clauses<br>*Passive voice | *Modal verbs<br>*Rhetorical questions<br>* cause and effect connectives<br>*conditionals<br><br>Colon between clauses | : between clauses<br>Fronted adverbials                    | • Slogans and wordplay<br>• alliteration<br>• repetition and rhyme<br><br>*Perfect forms of verbs to show cause e.g. has seen a negative impact<br>* progressive tense e.g. is causing<br>*language of debate | Chronological order<br>1st person<br>Semi colons in expanded lists              |
| Vocabulary                     | synonym, antonym<br>Inverted commas<br>Parenthesis<br>ellipsis, hyphen, semi-colon,  | active, passive voice<br>Direct/ indirect speech<br>subject, object<br>Preposition  | Modal verbs<br>Conjunction/ connective<br>Colon<br>Cohesion   | Present/ past progressive<br>Present perfect/ Past perfect | Conjunction/ connective<br>Present perfect/ Past perfect  | semi-colon, bullet points   |
| Handwriting                    | Write legibly, fluently and with increasing speed • Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task. • Use style of handwriting is appropriate for a particular task eg printing labels, notetaking<br>If a pupil's writing is still poor, this is tackled by teacher/pupil discussion or individualised and specific target setting and intervention   |   |   |  |   |   |
| National Curriculum objectives | <p><b>Word</b> 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>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p><b>Sentence</b> 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>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><b>Text</b> 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> <p><b>Punctuation</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> |   |   |  |   |   |