

Strand	Year 3	Year 4	Year 5	Year 6
<p>Grammar (word classes/grammar terms) covered in each year group</p> <p><i>-Grammar lesson x1 per week (Monday)</i></p> <p><i>-Some grammar elements will be taught as a focus during a writing session instead of an explicit grammar lesson</i></p> <p><i>-Key grammar elements covered in interventions</i></p> <p><i>-Grammar challenge for POD and spelling errors</i></p>	<p>Revise and consolidate year KS1 content and introduce the following:</p> <ul style="list-style-type: none"> .Coordinating conjunctions (or, and, but) (recap of KS1) .Subordinating conjunctions (simple range such as when, as because) to expand ideas and express time, place and cause 'not referred to as a complex sentence' .Pronouns .Imperative 'bossy' verbs .Adverbs (mostly how) .Prepositions to express time, cause and place e.g before, after, during, in .Nouns (types and capital rules e.g. capital for proper noun and days of week etc.) 	<p>Revise and consolidate year 3 content and introduce the following:</p> <ul style="list-style-type: none"> .Conjunctions (a wider range for time, place and cause) ISAWAWUBAB .Possessive pronouns .Adverbials, including fronted adverbials .Prepositions (wider variety to express time, cause and place) .Expanded noun phrases using more adventurous adjectives .Determiners (including number) .Figurative language (including personification and metaphors) 	<p>Revise and consolidate year 4 content and introduce the following:</p> <ul style="list-style-type: none"> .Conjunctions (a wider range e.g. despite) and understand the difference between before and after being used as a conjunction vs an adverbial phrase .Relative pronoun .Modal verbs/adverbs . More advanced adverbials for a range of purposes e.g. how, how often, where, how much) .Prepositions (wider range, varying position within a sentence) .Complex expanded noun phrases including prepositional phrases and adventurous adjectives .Determiners (including possessive determiners) 	<p>Revise and consolidate year 5 content and introduce the following:</p> <ul style="list-style-type: none"> .Conjunctions (full range, varying clause position for effect) .All types of pronouns for cohesion .Range of verbs (e.g. modal, imperative and use range of prefixes and suffixes to affect verb meaning) .Wide range of adverbial and prepositional phrases for effect, varying position within a sentence. .Complex expanded noun phrases including prepositions and hyphenated adjectives e.g. for colours .Wide range of determiners

	<p>.Adventurous adjectives (expanded noun phrases using double adjectives)</p> <p>.Determiners (a/an)</p> <p>.Imperative verbs (non-statutory)</p> <p>.Figurative language (simile, alliteration, onomatopoeia)</p>		<p>.Figurative language (including hyperbole and oxymoron)</p> <p>.Formal/ informal language (e.g. contractions for informal)</p>	<p>. Wide range of figurative language (alliteration, onomatopoeia, similes, metaphors, idioms, hyperbole)</p> <p>.Formal/informal language - the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>.Synonyms and antonyms</p> <p>.Subject/object</p> <p>.Active and passive voice</p> <p>.Direct vs reported speech</p>

<p>Function of sentences/sentence structure</p>	<ul style="list-style-type: none"> .Question (recap KS1) .Exclamation (recap KS1) .Main clause .Simple and compound sentences 	<ul style="list-style-type: none"> .Range of sentence types: subordinate clause/ complex sentences compound sentences and simple sentences .Command .Statements .Recap ? and ! 	<ul style="list-style-type: none"> .Relative embedded clauses .Subordinate clause (before/ after main clause) 	<ul style="list-style-type: none"> .Experiment with clause positions and orchestrate a range of sentence structures (ISPACED) .Relative clause (both embedded and at end of sentence)
<p>Verb forms and tenses</p>	<ul style="list-style-type: none"> .Recap KS1 tenses e.g. simple past, present and future .Present perfect and past perfect tense 	<ul style="list-style-type: none"> .Perfect verb form with more adventurous verbs .Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) 	<ul style="list-style-type: none"> .Perfect verb form with links to formality e.g. fitting the formality of a newspaper report .Progressive verb form 	<ul style="list-style-type: none"> .Progressive verb form/ perfect progressive .Active and passive verbs .Subjunctive form

<p>Punctuation</p>	<p>Capital letters (recap of KS1)</p> <p>Full stops (recap of KS1)</p> <p>Question marks (recap of KS1)</p> <p>Exclamation marks (recap of KS1)</p> <p>Commas in/for lists</p> <p>Apostrophes for omission (contractions) and possession</p> <p>Direct speech using inverted commas</p>	<p>Commas after fronted adverbials</p> <p>Direct speech using inverted commas and capitals at start of speech</p> <p>Brackets after nouns for extra information</p>	<p>Commas to mark clauses and phrases</p> <p>Brackets</p> <p>Dashes</p> <p>Bullet points</p> <p>Direct speech using inverted commas ,capitals at start of speech, punctuation at the end of speech, new speaker new line</p>	<p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi colon</p> <p>Brackets and dashes</p> <p>Bullet points (correctly punctuated)</p> <p>Direct speech using inverted commas ,capitals at start of speech, punctuation at the end of speech, new speaker new line including split speech</p>
<p>Spellings</p> <p><i>Commonly misspelt high frequency words on WB</i></p> <p><i>Spelling errors x 2 per week with focus spellings/ words from children's own writing</i></p>	<p>Yr 3 high frequency words Focus words from Yr 3/4 word list</p> <p>.Yr 2 suffixes (-ed, -ing, -er, -est, -ness, -ment,- ful, -less)</p> <p>.The 'i' sound spelled with a 'y'</p> <p>.The 'u' sound spelled 'ou'</p> <p>.The 'ai' sound spelled 'ei', 'eigh' or 'ey'</p> <p>. the un-, dis- and mis- prefixes</p>	<p>Yr 4 high frequency words Focus words from Yr 3/4 word list</p> <p>.Review Yr 3 suffixes</p> <p>.Review Yr 3 prefixes</p> <p>.Missing letters and possessive apostrophes</p> <p>.Suffixes (vowel letters)</p> <p>.Revise -sion and -tion endings</p> <p>.Focus on -ssion endings</p> <p>.Focus on -action suffix</p> <p>.Focus on -cian endings</p> <p>. -ous endings</p>	<p>Yr 5 high frequency words Focus words from Yr 5/6 word list</p> <p>.Review of Yr 4 prefixes</p> <p>.Review of Yr 4 suffixes</p> <p>.Words containing the letter string -ough</p> <p>.Homophones and near homophones</p> <p>.Words ending in -ious</p>	<p>Yr 6 high frequency words Focus words from Yr 5/6 word list</p> <p>.'ei' following the letter 'c'</p> <p>.Adding suffixes to words ending in -fer</p> <p>.Use of hyphens</p> <p>.Words ending in -que and -gue</p> <p>.'ch' makes 'k' sound and 'ch' makes 'sh' sound</p> <p>.Revision of words ending in -sure and -ture</p>

<p><i>Interventions with CT in assembly slot</i></p> <p><i>Interventions progressive (see separate document)</i></p> <p><i>High frequency spellings tested twice per half term</i></p> <p><i>Small spelling groups for targeting weak spellers</i></p> <p><i>Weekly spelling tests</i></p> <p><i>Objectives may be covered over two or more sessions if needed</i></p> <p><i>Spelling Bee - enrichment</i></p>	<ul style="list-style-type: none"> .Adding appropriate suffixes .Spelling split diagraphs .The prefix re- .The prefix super- .The prefixes anti- and sub- .The prefix -auto .The prefix -inter .Homophones and near homophones .The -ly suffix .The suffixes -ally and -action .Suffixes (vowel letters) .Focus on -sion and -tion endings .Prefixes in- and -il .Prefixes im- and ir- 	<ul style="list-style-type: none"> .The 'k' sound spelled 'ch' .The 's' sound spelled 'c' .-ture endings .-sure vs -ture endings .Unstressed vowels .'sh' sound spelled 'ch' .-gue endings .-que endings .'s' sound spelled 'sc' .homophones and near homophones .Words with prefixes un-, dis-, mis- and re- 	<ul style="list-style-type: none"> .Endings that sound like 'sh' and are spelled -cial or -tial .Words ending in -able and -ible .Words ending in -ably and -ibly .Homophones and near homophones (covered multiple times) .Words with silent letters .Words ending in -ant and -ent .Words ending in -ance/-ancy and -ence/-ency .Revision of prefixes .Converting nouns and adjectives into verbs .The possessive apostrophe-plurals .Turning adjectives into adverbs 	<ul style="list-style-type: none"> .Revision of 'ou' spells 'u', as in trouble .Review the role and use of suffixes .Revision of 'shun' endings .Revision of 'shal' and 'shus' endings .Review of able/ably and ible/ibly .Revise the use of the -ough letter string .Review of homophones .Review of the use of apostrophes .Focus 'ei', 'eigh' and 'ey', 'ea' and 'aigh .Etymology - words with the 's' sound spelled 'sc' . Etymology - American and British spellings
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<p><i>Spelling shed/ award</i></p>				
<p>Handwriting <i>LKS2 taught joins in handwriting sessions once a week, including how to form and join letters and how to hold a pen correctly</i> <i>Handwriting interventions for chn who need it</i> <i>Best books as evidence for handwriting</i> <i>Presentation stars to encourage handwriting</i></p>	<p>Can write neatly and legibly, joining some of the time -Uppercase and lowercase letters -The letter 'l' -The letter 'i' -The letter 'u' -The letter 't' -The letter 'y' -The letter 'j' -The letter 'k' -The letter 'b' -The letter 'n' -The letter 'm' -The letter 'h' -The letter 'p' -The letter 'j' -The letter 'c' -The letter 'a' -The letter 'd' -The letter 'e' -The letter 'g' -The letter 'f'</p>	<p>Can write neatly and legibly, joining most of the time -Join the letter 's' -Join the letter 'q' -Join the letter 'o' -Joining high frequency words -Join the letter 'z' -Join the letter 'v'</p>	<p>Can write neatly and legibly, joining most of the time</p>	<p>Can write neatly, legibly and accurately, usually maintaining a joined style</p>

*Pen licence in
LKS2*

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While it may appear that there is little coverage of skills in later year groups, this is due to the continuous revision of grammatical knowledge previously taught. We believe the best way for children to develop a secure understanding and application of grammar is to encounter it through a variety of contexts and experiences over time. 'Alan Peat' sentences ensure challenge for all pupils when covering/recovering key grammatical concepts.