

| Domain | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------|--|---|--|---|--|--|
| Grammatical terms and word classes | <p>Letter: a symbol of the alphabet, a character which represents a sound in speech formation of a lower case letter</p> | <p>Noun: general names for people, animals, places, things or ideas</p> | <p>Preposition: a word that tells you where or when something is/was compared to something else.</p> | <p>Determiner: Determiners come before nouns and make clear what the noun refers to E.g. an, a, the, some, five, most The man took ten eggs and put them in a bag.</p> | <p>Modal verb: Modal verbs come before another verb and tell us how possible / likely something is Spot the modal verbs: He could go home but he must finish this first.</p> | <p>Subject object: The subject of a sentence is the person, place, thing, or idea that is doing or being something. You can find the subject of a sentence if you can find the verb. Ask the question, "Who or what 'verbs' or 'verbed'?" and the answer to that question is the subject. The object of a sentence is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.</p> |
| | <p>Noun: general names for people, animals, places, things or ideas</p> | <p>Proper noun: specific names for people, places or things and always start with a capital letter</p> | <p>Conjunction: a word used to connect clauses in a sentence or to co-ordinate words in the same clause.</p> | <p>Pronoun: Pronouns replace nouns or noun phrases E.g. I, he, it, they, we, us We bought a new puppy then took it home.</p> | <p>Relative clause and relative pronoun Relative clauses add information to sentences by using a relative pronoun such as who, that or which. For example, 'She lives in Worcester which is a cathedral city' or 'That's the girl who lives near the school'.</p> | <p>Passive and active voice: A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl.</p> |
| | <p>Proper noun: specific names for people, places or things and always start with a capital letter</p> | <p>Pronoun: a word that takes the place of a noun, often to avoid repetition</p> | <p>Prefix: a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> | <p>Possessive pronoun: Possessive pronouns include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. These are all words that demonstrate ownership.</p> | <p>Parenthesis: Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. For example, "I met James (my oldest brother) at the cinema.</p> | <p>Subjunctive: The subjunctive mood is the verb form used to explore a hypothetical situation (e.g., If I were you) or to express a wish, a demand, or a suggestion (e.g., I demand he be present).</p> |
| | <p>Pronoun: a word that takes the place of a noun, often to avoid repetition</p> | <p>Noun phrase: a group of words that do the job of one noun</p> | <p>Suffix: a letter or group of letters that is added to the end of a root word (to change the meaning)</p> | <p>Word family: groups of words with a common feature, pattern or meaning.</p> | <p>Adverbials: Adverbials are words or phrases that add more information to a sentence. They can explain how, when, where or how often something happens. Eg We met by the train station. We danced all night long. He waited under the clock.</p> | |
| | <p>Singular: just one person or thing plural: more than one person or thing</p> | <p>Compound: made up of two or more elements</p> | <p>Prefix: a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> | <p>Clause: a part of a sentence that contains a subject and a predicate (noun and a verb). subordinate clause: a clause that cannot stand alone as a complete sentence.</p> | | |
| | <p>Prefix: a letter or group of letters that is added to the beginning of a root word (to change the meaning)</p> | <p>adjective: describes the noun or pronoun</p> | <p>Suffix: a letter or group of letters that is added to the end of a root word (to change the meaning)</p> | <p>consonant: a speech sound that is not a vowel and is made with your teeth, tongue or lips.</p> | | |
| | <p>Suffix: a letter or group of letters that is added to the end of a root word (to change the meaning)</p> | <p>adverb: Adverbs describe how, when or where something happened</p> | <p>adjective: describes the noun or pronoun</p> | <p>consonant letter: a letter of the alphabet that does not make a vowel.</p> | | |
| | <p>adjective: describes the noun or pronoun sentence: a complete thought containing a subject and a predicate (noun and a verb)</p> | <p>contractions: where two words are brought together and shortened to make one word</p> | <p>adverb: Adverbs describe how, when or where something happened</p> | <p>vowel: a speech sound that is not a consonant and is made when the air flows freely through the mouth.</p> | | |
| | <p>punctuation: the marks used in writing to clarify meaning</p> | <p>homophone: two or more words with the same pronunciation but different meaning, origins or spelling</p> | <p>adverb: Adverbs describe how, when or where something happened</p> | <p>vowel letter: a letter of the alphabet that makes a vowel.</p> | | |
| | | <p>homonym: two or more words with the same spelling but different origins, meaning or pronunciation</p> | <p>conjunction: a word used to connect clauses in a sentence or to co-ordinate words in the same clause</p> | | | |

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| Punctuation | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letter: the upper case</p> <p>Full stops are used at the end of a sentence.</p> <p>Question marks show someone has asked a question.</p> <p>Exclamation marks show when something is surprising or said with force or to mark the end of an exclamation sentence.</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters are used at the beginning of a sentence and for proper nouns.</p> <p>Exclamation marks show when something is surprising or said with force or to mark the end of an exclamation sentence.</p> <p>Full stops are used at the end of a sentence.</p> <p>Question marks show someone has asked a question.</p> <p>Commas to separate items in a list. Commas are used to separate items in a list or related adjectives.</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> <p>Apostrophes are used to show missing letters (omission) or possession.</p> | <p>Introduction to inverted commas to punctuate direct speech</p> <p>Inverted commas are used to show the words that have been spoken in a text.</p> <p>Direct speech is written text that reports speech or though in its original form.</p> | <p>Direct speech including inverted commas</p> <p>Apostrophes to mark plural possession</p> <p>Commas after fronted adverbials</p> | <p>Dashes, brackets or commas to indicate parenthesis</p> | <p>Semi-colon : A semicolon is used to join together two sentences that are related. It indicates a pause which is more pronounced than a comma.</p> <p>Colon: A colon is used to introduce a list or to separate two independent but linked clauses.</p> <p>Dash: A dash is a versatile punctuation mark that can be used within a sentence (instead of brackets) to show parenthesis. A dash mustn't be confused with a hyphen, which is used to combine words together.</p> <p>Hyphen: A hyphen is used to combine or join words to avoid ambiguity (e.g. twenty-two-pound coins or twenty-two pound coins).</p> <p>Punctuation of bullet points Bullet points are symbols used to introduce items in a list.</p> |

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| Tenses | | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Past tense: for actions that were completed in the past Usually uses verbs with the 'ed' suffix.</p> <p>Present: For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</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>Present progressive: for actions that are ongoing now Uses the PRESENT form of 'to be' and the PRESENT form of the main verb ('ing' ending) e.g. He is walking down the road.</p> <p>Past progressive: for actions that took place in the past over time Usually uses the PAST form of 'to be' and the PRESENT form of the main verb ('ing'</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>Present perfect: for actions that started in the past and are still true Usually uses the PRESENT form of 'to have' and the PAST form of the main verb ('ed' ending)</p> | <p>Revision of present perfect Revision of present and past progressive tenses</p> | <p>Revision of tenses</p> | <p>Revision of tenses</p> |

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| Word level | <p>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</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> <p>How the prefix un– changes the meaning of verbs and adjectives</p> | <p>Formation of nouns using suffixes such as –ness, –er (e.g. happiness, happier)</p> <p>Compounding nouns to make new nouns [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives</p> <p>Use of –ly in Standard English to turn adjectives into adverbs</p> <p>Homophones/ homonyms</p> <p>Synonyms and antonyms: Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p> | <p>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</p> <p>Word families based on common words or roots (for example, solve, solution, solver)</p> <p>Homophones/ homonyms</p> <p>Synonyms and antonyms: Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p> | <p>Plural and possessive –s</p> <p>Homophones/ homonyms</p> <p>Synonyms and antonyms: Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p> | <p>Converting nouns or adjectives into verbs through use of suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Synonyms and antonyms: Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p> | <p>Synonyms and antonyms: Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p> |

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| Text level | Sequencing sentences to form short narratives | Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes | Headings and sub-headings to aid presentation Introduction to paragraphs as a way to group related material | Choice of noun or pronoun to aid cohesion Direct speech Paragraphs to organise ideas | Cohesion within paragraphs (Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]) Link ideas across paragraphs using adverbs of time, place, number | Linking ideas across paragraphs (repetition, adverbials, ellipsis) Layout devices (headings, subheadings, columns, bullets, tables) |

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| Standard English | <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> | <p>Common misconceptions:</p> <p>done/did</p> <ul style="list-style-type: none"> • was/were • double negative • speaking in full sentences <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> | <p>Common misconceptions:</p> <ul style="list-style-type: none"> • have/of • them/those • good/well • speaking in full sentences <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> | <p>Standard form for verb inflections</p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> • I/me • really/well • really/very • speaking in full sentences <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> | <p>Formal letter writing techniques including forms of address and difference between standard English and 'slang' terms</p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> • relative pronouns e.g. which/that/what • speaking in full sentences <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> | <p>Formal and informal speech</p> <p>From Spoken English Curriculum: speak audibly and fluently with an increasing command of Standard English</p> |