



Punctuation

Class 2	Class 3	Class 4	Class 5	Class 6
<p>Separate words with spaces</p> <p>Finish the sentence with a full stop</p> <p>Use exclamation marks</p> <p>Use capital letters for proper nouns (people and places)</p> <p>Start sentences with a capital letter</p> <p>Use question marks</p> <p>Use a capital letter for "I"</p> <p>Use capital letters for days of the week</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Apostrophes to mark omissions (contractions – isn't, can't) and to mark singular possession in nouns (for example, the girl's name).</p> <p>Put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Inverted commas to punctuate direct speech.</p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"</p> <p>Possessive apostrophes for regular singular and plural nouns</p> <p>Use of inverted commas and other punctuation (such as commas) to indicate direct speech. where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p> <p>Use of commas after fronted adverbials</p> <p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages</p>	<p>Brackets for parenthesis</p> <p>Speech in inverted commas</p> <p>Dashes for parenthesis</p> <p>Colons for play scripts and to start a list</p> <p>Commas for parenthesis</p> <p>Use of comma to clarify meaning or avoid ambiguity</p> <p>Hyphens for compound words to avoid ambiguity: man eating shark or man - eating shark</p> <p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p> <p>Dashes to mark the boundary between clauses: It's raining - I'm fed up</p> <p>Semicolons to demarcate within a list</p> <p>Colons to mark the boundary between clauses: It's sunny: I'm going out to play.</p> <p>Semicolons to mark the boundary between clauses: It's raining; I'm fed up Colon and bullet points for a list</p>



Grammar

Class 2	Class 3	Class 4	Class 5	Class 6
<p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a sentence that includes an adjective</p> <p>Comparative and superlative adjectives, adding '-er' and '-est' to regular adjectives: fast – faster – fastest</p> <p>Use determiners: the, a, an, my, your, his, her</p> <p>Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above.</p> <p>Choose a specific noun: 'Alsatian' rather than 'dog'</p> <p>First person (I and we), second person (you) and third person (he, she)</p> <p>Use a regular simple-past-tense verb in a sentence: He walked to school.</p> <p>Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is.</p>	<p>Using determiners/generalisers: most, some, all, many, much, more</p> <p>Use prepositional phrases: behind, above, along, before, between, after</p> <p>Temporal connectives: next, last, an hour later</p> <p>Coordinating conjunctions to create a compound sentence: or, and, but</p> <p>Subordinate conjunctions to create a complex sentence: when, if, that, because</p> <p>Compound nouns: noun + noun (football) adjective + noun (whiteboard)</p> <p>Move from generic nouns to specific nouns, eg, "dog" to "terrier"</p> <p>Use first, second and third person with subject-verb agreement</p> <p>Command, using the imperative form of a verb: give... take...</p> <p>Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)</p>	<p>Expressing time, place and cause using conjunctions: when, before, after, while, so, because</p> <p>Prepositions: next to, by the side of, in front of, during, though, throughout, because of</p> <p>Verbs: Present perfect: "has/have" + past participle She has gone to the shops instead of She went to the shops</p> <p>Verbs: Past perfect: "had" + past participle</p> <p>Pronouns: To know the difference between the subject and object with the personal pronoun</p> <p>Pronouns: Possessive adjectives my, your, his, hers, its, ours, theirs</p> <p>Expressing time, place and cause, using prepositions: before, after, during, in, because of</p> <p>Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs</p> <p>Verbs – Use irregular simple past-tense verbs awake – awoke, blow – blew</p> <p>Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</p>	<p>Suffixes: converting nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Verb prefixes: 'dis-', 'de-', 'mis-', 'over-' and 're-'</p> <p>Relative pronouns: who, which, that, whom, whose</p> <p>Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun</p> <p>Indefinite pronouns: somebody, something, someone, nobody, nothing, no - one, everything, anything, nothing</p> <p>Understand the difference between main and subordinate clauses and identify them in sentences</p> <p>Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil...</p>	<p>Informal and formal speech: find out / discover/ ask for / request go in / enter Using question tags for informality: He's in your class, isn't he?</p> <p>Synonyms: Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big". Use the subjunctive for formal writing: If I were you...</p> <p>Antonyms: using prefixes to create different effects in sentences</p> <p>Using passive and active sentences Identifying object and subject</p> <p>Collective nouns</p> <p>Imperative verbs Abstract nouns Auxiliary verbs</p> <p>Pronouns: relative and possessive</p> <p>Modal verbs Determiners and generalisers</p>



Grammar cont.

Class 2	Class 3	Class 4	Class 5	Class 6
<p>To orally use simple co-ordinating conjunctions: and, but</p> <p>Write a compound sentence using the coordinating conjunction "and"</p> <p>Use connectives of sequence: first, second, then</p> <p>Adverbs of manner (how) to describe a verb, ending in "-ly"</p> <p>Orally devise alliteration: a cool cat a sneaky snake Similes: as big as an elephant</p> <p>Use noun phrases: adjective + noun Use the prefix of "un-" to create antonyms: happy - unhappy, kind - unkind</p> <p>Suffixes of verbs, adding '-ed' or '-ing' Regular plurals where you only add an '-s' or '-es'</p>	<p>Similes using "like": ...like hot chillies... ...cold like a glacier</p> <p>Onomatopoeia Alliteration (verb + noun): dancing dandelions, hiding hyenas</p> <p>Form simple past tense by adding "-ed": He played at school</p> <p>Use past continuous (progressive) tense: He was playing at school.</p> <p>Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) I like, he/she likes, we like, they like, you like</p> <p>Use present continuous tense: "to be" + "-ing" I am playing, he/she is playing, they are playing</p> <p>Adding "-ly" to an adjective to make an adverb: quick - quickly</p> <p>Suffixes: adding "-ness" and "-er" to form a noun: kind - kindness, teach - teacher</p>	<p>Expressing time, place and cause using adverbs: then, next, soon</p> <p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> <p>The difference between a phrase and a clause Compound sentences with co-ordinating conjunctions: and, but, or, so, for, nor, yet</p> <p>Complex sentences using subordinate conjunctions: until, although, even if</p> <p>Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</p> <p>Exaggerated language: unbelievable, glorious, etc.</p> <p>Pattern of three for persuasion: Fun. Exciting. Adventurous!</p> <p>Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")</p> <p>Identifying all the word classes of a simple sentence Formation of nouns using prefixes: a utro - anti - super - under</p>	<p>Drop-in "-ed" clauses: Poor Tom, frightened by the fierce dragon, ran home.</p> <p>Indicating degrees of possibility using modal verbs: might, should, will, must</p> <p>Indicating degrees of possibility using adverbs: perhaps, surely</p> <p>Connectives to build cohesions: Exemplification Results To summarise To sequence</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)</p> <p>Future tense verbs Secure use of compound sentences</p> <p>Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause</p>	<p>Connectives to signpost and create cohesion within a text: order of sequence, time connectives, additional ideas, space and place, contrasting, exemplification, results, to summarise</p> <p>Tenses present, past, future present perfect, past perfect, future perfect present progressive, past progressive, future progressive present perfect progressive, future perfect progressive</p> <p>Fronted adverbials</p> <p>Relative clauses</p> <p>Complex sentences and subordinate conjunctions Consolidating compound sentences and coordinating conjunctions Combining complex and compound clauses to create a sentence Expanded noun phrases: The witch, who crashed her broom, is over there, feeling dazed.</p>



Grammar cont.

Class 2	Class 3	Class 4	Class 5	Class 6
	<p>Suffixes: formation of adjectives by adding "-ful": care - careful</p> <p>Suffixes: formation of adjectives by adding "-less": help - helpless</p> <p>Suffixes: forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": big - bigger - biggest</p>	<p>Homophones and their meanings: bear - bare, pear - pair, night - knight</p> <p>Word families based on common words: fear, feared, fearful, fears, fearfully</p> <p>Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble</p> <p>To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es" To make the plural for nouns with a single vowel, ending in "f" or "fe", change the "f" or "fe" to "-ves": wolf - wolves</p> <p>Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: chief - chiefs</p>	<p>Start a sentence with an expanded "ed" clause: Frightened of the dark, Tom hid under the bed all night.</p> <p>Onomatopoeia</p> <p>Rhetorical questions</p> <p>Similes</p> <p>Metaphors</p> <p>Personification</p> <p>Developing technical language</p> <p>Embellishing simple sentences, moving parts of sentences around to create different effects and editing sentences by either expanding or reducing for meaning and effect.</p>	<p>A whole sentence can be a noun phrase</p> <p>Simple sentences and how to embellish them</p> <p>Alliteration</p> <p>Personification</p> <p>Similes</p> <p>Rhetorical questions</p> <p>Metaphors</p> <p>Layout devices such as headings, subheadings, columns, bullet points, tables and paragraphs</p> <p>Repetition for effect: persuasion, suspense, emphasis</p>



EYFS

Class 1

Children use their phonic knowledge to write words in ways which match their spoken sounds.
Can also write some irregular common words.

Can write simple sentences which can be read by themselves and others.
Some words are spelt correctly and others are phonetically plausible.