

Vocabulary, grammar and punctuation scheme of work Introduction of new content per term for each year group.

Expectation: areas in the scheme of work will be explicitly taught and then applied through their writing. Children should know and understand the terminology in bold text.

Year 1

	Year 1	Year 2
Term 1	Revision: Letters of the alphabet Spaces between words	Revision: capital letters for names of people, places and days of the week; question marks and exclamation marks Using coordinating conjunctions <i>or, and, but</i>
Term 2	Capital letters at the beginning of every sentence and for the word I (and continued for every term) Full stops at the end of every sentence	The present and past tenses including the progressive form (<i>was/is/are/were + verb with ing ending</i>) Compound nouns Subordinate conjunctions: <i>because</i> and <i>if</i>
Term 3	Joining words and clauses using <i>and</i> Adjectives Question marks and exclamation marks	Expanded noun phrases Commas in a list Sentence types: questions and exclamations
Term 4	Capital letters for names of people, places and days of the week Nouns – plural and singular – adding -s or -es	Subordinate conjunctions: <i>when, if, that, because</i> Sentence types: statements and commands Formation of adjectives using suffixes such as -ful, -less
Term 5	Verbs – suffixes that can be added to verbs where no change is needed (ing, ed, er)	Apostrophes to mark contractions Suffixes <i>er, est</i> to create superlatives Suffix -ly to turn adjectives into adverbs
Term 6	Adding the prefix -un to verbs and adjectives to change the meaning	Apostrophes to mark singular possession Formation of nouns using suffixes such as -ness, -er
Additional terminology	Punctuation	Adjective, verb

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	Year 3	Year 4
Term 1	<p>Word classes: noun and adjective</p> <p>Using prepositions to express time, place and cause (<i>during, in, around, because of</i>)</p> <p>Word families</p>	<p>Expanded noun phrases with modifying prepositions</p> <p>Expanded noun phrases with modifying adjectives</p> <p>Word families</p>
Term 2	<p>Word classes: verb and adverb</p> <p>Using determiners 'a' and 'an' - consonants and vowels (and know 'the' is a determiner)</p> <p>Using inverted commas to punctuate speech</p> <p>Subordinate clause/conjunctions</p>	<p>Choosing nouns or pronouns (include possessive pronoun) appropriately for clarity and cohesion and to avoid repetition</p> <p>Punctuating direct speech</p> <p>Fronted adverbs punctuated correctly with a comma</p> <p>Expanded noun phrases with modifying nouns</p>
Term 3	<p>Using adverbs to express time, place and cause (<i>then, next, soon, thereafter</i>)</p> <p>Headings and subheadings to aid presentation</p>	<p>Grammatical difference between plural and possessive -s</p> <p>Possessive apostrophe with singular nouns</p>
Term 4	<p>Using conjunctions to express time, place and cause (<i>when, before, after, while, so, because, although</i>)</p> <p>Present perfect form of verbs (contains have or has – ie <i>I have been a teacher for ten years compared to I was a teacher for ten years</i>) in contrast to the past tense</p>	<p>Using conjunctions (<i>when, before, since, although, however, as well as, as long, also, on the other hand</i>) to start a sentence punctuated with a comma</p> <p>Possessive apostrophe with plural nouns</p>
Term 5	<p>Using inverted commas to punctuate speech</p>	<p>Punctuating direct speech</p>
Term 6	<p>Standard English forms for verb inflections (<i>eg we were instead of we was</i>)</p>	<p>Standard English forms for verb inflections (<i>eg we were instead of we was</i>)</p>
Additional terminology	<p>Prefix, word families, subordinate clause</p>	

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Year 5

Term 1	<p>Revision: punctuating speech correctly including using a comma after the reporting phrase when at the front; fronted adverbs followed by a comma.</p> <p>Word classes – nouns, verbs, conjunctions (coordinating and subordinating), pronouns, adverbs, prepositions and determiners.</p> <p>Convert nouns or adjectives into verbs using suffixes (eg -ate, -ise, -ify)</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p>
Term 2	<p>Expanded noun phrases to convey complicated information concisely.</p> <p>Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied but omitted relative pronoun.</p> <p>Brackets to indicate parenthesis.</p> <p>Using modal verbs to indicate degrees of possibility.</p>
Term 3	<p>Devices to link cohesion within a paragraph (eg <i>then, after that, this, firstly</i>).</p> <p>Devices to link ideas across paragraphs using adverbials of time or place, number or tense choices.</p> <p>Headings, subheadings and bullet points.</p> <p>Word families</p> <p>Using adverbs to indicate degrees of possibility.</p>
Term 4	<p>The difference between vocabulary typical of informal speech and formal speech and writing (eg <i>find out/discover, ask for/request, go in/enter</i>).</p> <p>Perfect form of verbs to mark relationships of time and cause.</p> <p>Synonyms and antonyms</p> <p>Dashes to indicate parenthesis</p>
Term 5	Brackets, dashes or commas to indicate parenthesis .
Term 6	Using a colon to introduce a list.

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Year 6

Term 1	Revision: brackets, dashes, commas to indicate parenthesis. Formal speech and writing including using the subjunctive form. Word class – nouns, verbs, conjunctions, pronouns, adverbs, prepositions and determiners.
Term 2	Use of colon to introduce a list and use of semi-colons within lists. Use of semi-colon, colon and dash to mark the boundary between independent clauses . Use of the passive to affect the presentation of information in a sentence. Layout devices.
Term 3	Use hyphens to avoid ambiguity. Synonyms and antonyms .
Term 4	SATS revision
Term 5	SATS revision
Term 6	Linking ideas across a range of paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections and ellipsis . Consolidation of all previously taught punctuation and grammar through their written work.
Additional terminology	object, active

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