

<p>Grammar and Vocabulary</p>	<p><u>YEAR 3</u></p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use and understand the terms consonant and vowel • Explore word families based on common words • Recognise and explain what a conjunction is • Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because • Use a or an appropriately • Create new nouns using prefixes • Recognise what a pronoun is • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them • Identify adverbs 	<p><u>YEAR 4</u></p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use connectives for cohesion across a text • Use a wider range of conjunctions to extend sentences including when, if, because, although • Identify determiners • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • Fully understand the difference between 	<p><u>YEAR 5</u></p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use devices (connectives) for cohesion within a paragraph • Ensure correct subject verb agreement • Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs • Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will 	<p><u>YEAR 6</u></p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand the basic subject, verb, object structure of a sentence • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the 'perfect form' of verbs for effect • Understand and recognise active and passive voice • Use passive voice appropriately in writing • Understand and explore synonyms and antonyms • Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different • Use more than one
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	<ul style="list-style-type: none"> • Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Use adverbs to express time, place and cause e.g. then, next, soon, therefore • Identify prepositions • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use prepositional phrases to add detail to sentences • Understand what a main clause is • Identify simple and compound sentences 	<p>plural and possessive s</p> <ul style="list-style-type: none"> • Use apostrophes to show plural possession e.g. The boys' house • Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was • Use adverbs to express frequency e.g. often and manner e.g. loudly • Identify and recognise adverbial phrases and clauses • Use fronted adverbials • Know what a subordinate clause is • Know what a complex sentence is • Write complex sentences 	<ul style="list-style-type: none"> • Identify a modal adverb is e.g. perhaps, surely, obviously • Use modal verbs and adverbs • Identify relative clauses e.g. beginning with who, which, where, when, whose, that • Use relative clauses to expand sentences • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures 	<p>subordinate clause successfully in a complex sentence</p>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know a bank of technical grammatical terminology, with word classes at the centre of this. Main word classes are verb, noun, adjective, adverb, pronoun, determiner, preposition and conjunction. 			

- To know that a vowel is a phoneme produced without audible friction or closure – a,e,i,o,u.
- To know that a consonant is a speech sound which obstructs the flow of air through the vocal tract. The letters of the alphabet whose typical value is to represent such sounds are namely all but a,e,i,o and u.
- To understand that words can be grouped together in families.
- To know that a conjunction is a word used to link clauses within a sentence.
- To know a bank of conjunctions to be used for different purposes.
- To understand that 'a' and 'an' are both articles as is 'the'. Articles are a type of determiner.
- To know that a phrase is a group of words that act as one unit. 'Cat' is a word whereas 'a fluffy cat' is a phrase.
- To know what a clause is (see above) and how it's different to a phrase.
- To know what a main/subordinate clause is (see above).
- To know that a noun is a naming word that denotes somebody or something.
- To know that an adjective is a word that describes somebody or something. They come before a noun or after verbs.
- To know that a prefix is a morpheme which can be added to the beginning of a word to change its meaning.
- To know that a pronoun is a word that replaces a noun or proper noun in a sentence.
- To know that personal pronouns are I/me, you, he/him, she/her, we/us, they/them, it.
- To know that possessive pronouns include mine, yours, his, hers, ours, theirs, its.
- To know that relative pronouns are who/whom, whose, which, that.
- To know that a verb is a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word.
- To know that an adverb gives extra meaning to a verb, an adjective, another adverb or a whole sentence. They tell us the manner in which something happens, where, when and how often.
- To understand that a range of verb prefixes exist.
- To know that a preposition is a word like at, over, by and with and they are usually followed by a noun phrase. Prepositions can indicate time, position, direction, possession and accompaniment.
- To know that a prepositional phrase is a group of words consisting of a preposition, its object and any

words that modify the object i.e. *on Sunday morning, at the end of the road.*

- To know that a simple sentence consists of one clause i.e. *It was cold.*
- To know that a compound sentence has two or more clauses joined by 'and', 'but' or 'so'. The clauses are of equal weight – they are both main clauses i.e. *It was cold but I didn't turn the heating on.*
- To know that a complex sentence consists of a main clause which itself includes one or more subordinate clauses i.e. *Although it was cold, I didn't turn the heating on.*
- To know what cohesion is and why it is important (see above).
- To know that determiners include many of the most frequent English words and are used with nouns; they limit (determine) the reference of the noun in some way.
- To know that determiners include articles(a/an/the), demonstratives(this/that/these/those), possessives (my/your/his/her/its/our/their), quantifiers (some/any/no/many/much/few/little/both/all/either/neither/each/every/enough), numbers, some question words (which/what/whose?)
- To know that a noun phrase is a word or group of words containing a noun and functioning in a sentence as subject, object, or prepositional object and that these can be extended.
- To know that a singular refers to one thing/person whereas a plural refers to more than one.
- To know the difference between a plural and a possessive.
- To know how to write apostrophes and what their function is:
 1. possession – to show something belongs to someone.
 2. omission – to signal that there is a missing letter or letters (contractions .
- To understand that standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent.
- To understand that non-standard English is English that does not follow the same rules as standard English – words, expressions or pronunciations are used that are not regarded as 'correct' by educative native speakers of the language i.e. 'I ain't bothered.'
- To know that an adverbial phrase is a group of words that functions in the same way as a single adverb i.e. *a few days ago.*

- To know that a fronted adverbial is an adverbial phrase positioned at the start of a sentence before the verb.
- To understand that agreement is when the form of a verb changes according to the subject so that the subject and the verb 'agree' i.e. *I am/he is/they are*.
- To know that a suffix is a morpheme which is added to the end of a word.
- To know the suffixes: -ate, -ise, -ify.
- To know that a modal verb is a type of verb that is used to indicate modality – that is: likelihood, ability, permission, request, obligation or advice.
- To know that can/could, will/would, shall/should, may/might, must/ought are all modal verbs.
- To know that modal adverbs are used to modify modal verbs and add to their meaning i.e. *really/just/obviously* .
- To know that relative clauses start with a relative pronoun.
- To know that it is possible to change the position of clauses in a complex sentence.
- To know that sentences have a subject (the person or thing about which something is said who typically carries out an action) and an object (the person or thing affected by the action).
- To know the perfect form of verbs – see above.
- To know that verbs can be active or passive. The active is where the subject in the sentence performs the action; the passive is where the subject is on the receiving end of an action.

Active	The dog bit Christopher.
Passive	Christopher was bitten by the dog.

- To know that a synonym is a word which has the same meaning as another word, or very similar.
- To know that an antonym is a word which means the opposite of another word.
- To know that subjunctives are a form of verb or mood which is used to talk about things that should or could happen – they are used to express demands, suggestions, hopes and wishes i.e. *'If it were me, I'd go'*.

Cross-Curricular Links				
Punctuation	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>

	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Recognise direct speech and inverted commas • Use direct speech and inverted commas • Use inverted commas 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use inverted commas and other speech punctuation appropriately • Use commas to mark off fronted adverbials • Use apostrophes to show plural possession e.g. The boys' house • Use commas for marking off subordinate clauses 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Understand what parenthesis is • Recognise and identify brackets and dashes • Use brackets, dashes or commas for parenthesis 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points • Use punctuation consistently with bullet points • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses • Use dashes to mark the boundaries between independent clauses • Understand how hyphens are used • Use hyphens appropriately • Understand how ellipsis is used • Use ellipsis
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				appropriately
KNOWLEDGE	<ul style="list-style-type: none"> To know the name of, recognise and know how to write a full stop, comma, exclamation mark, question mark, colon, semi-colon, apostrophe, ellipsis, bullet point, brackets, dash, inverted commas and hyphen. 			
	Full stop	.	Used to mark the end of a sentence.	
	Comma	,	Used to help the reader by separating parts of a sentence. Used: <ul style="list-style-type: none"> to separate items in a list to mark off extra information in a subordinate clause after a subordinate clause which begins a sentence after many connecting adverbs 	
	Exclamation mark	!	Used at the end of a sentence which may be exclamative, imperative or declarative or an interjection. <ul style="list-style-type: none"> <i>What a pity!</i> <i>Get out!</i> 	
	Question mark	?	Used at the end of a interrogative sentence or one whose function is a question. <ul style="list-style-type: none"> <i>What was that?</i> <i>You've eaten all the biscuits already?</i> 	
	Colon	:	Used to introduce a list or a following example. It may also be used before a second clause that expands or illustrates the first (instead of 'because'). <ul style="list-style-type: none"> <i>He devoured his dinner: he had worked up quite an appetite in PE that afternoon.</i> 	
	Semi-colon	;	Used to separate two main clauses in a sentence. <ul style="list-style-type: none"> <i>I enjoyed the film; it was action-packed.</i> 	
			A semi-colon can usually be used in replacement of 'and' or	

		'but' between two clauses. Can also be used to separate items on a list if these items consist of longer phrases.
Apostrophe	'	Used to show possession or omitted letters in contractions. <ul style="list-style-type: none"> • It was <i>Leo's</i> garden. (possession) • I <i>haven't</i> been able to find out if <i>I'm</i> allowed to go to the party. (omission)
Ellipsis	...	Used to show that something has been omitted or is incomplete. It can indicate hesitation. <ul style="list-style-type: none"> • <i>If only she had...Oh, it didn't matter now.</i>
Bullet point	•	Used to introduce items in a list.
Brackets	()	Also known as parentheses. Used within a sentence to include information that is not essential to the main point – it could be removed and the sentence would still make sense. <ul style="list-style-type: none"> • <i>Cheryl (who had only had three hours sleep) finally answered the question.</i>
Dash	-	Used especially in informal writing to replace other punctuation marks e.g: <ul style="list-style-type: none"> • <i>We are really enjoying being away – the weather is great here.</i> Pairs of dashes can also be used to mark off a subordinate clause from a main clause.
Inverted commas	" "	Used to mark the beginning and end of direct speech. <ul style="list-style-type: none"> • <i>"Step away from the fridge!" demanded Andrew.</i>
Hyphen	-	Sometimes used to join the two parts of a compound noun,

		<p>such as <i>golf-ball</i> and <i>proof-read</i> (however, these can also be written as one word without the hyphen).</p> <p>Also used in compound adjectives and longer phrases as modifiers before nouns.</p> <ul style="list-style-type: none"> • <i>A well-known writer</i> <p>Also used in compound nouns where the second part is a short word like <i>off</i> or <i>by</i>.</p> <ul style="list-style-type: none"> • <i>a break-in</i> • <i>a write-off</i> <p>May be used in words beginning with the prefixes <i>co-</i>, <i>non-</i> and <i>ex-</i>.</p> <ul style="list-style-type: none"> • <i>co-operate</i> • <i>ex-husband</i>
<ul style="list-style-type: none"> • To know that direct speech is where we use the speaker's original words and place this inside inverted commas. • To know that commas can be used to separate clauses. • To understand that parenthesis is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between a pair of commas or dashes. The term parentheses can also refer to the brackets themselves. • To know which punctuation can be used to indicate parenthesis (dashes, commas, brackets). • To understand how semi-colons are used – see table above. • To understand how dashes are used for marking the boundaries between independent clauses. • To know that an independent clause is a main clause in a sentence. • To understand how hyphens are used – see table above. • To understand how ellipsis is used – see table above. 		

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| | <ul style="list-style-type: none">• To understand how semi-colons are used – see table above.• To know that apostrophes can be used to show possession – see table above. |
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