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| --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Years 3 and 4**extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbialslearning the grammar for years 3 and 4 in English Appendix 2using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speechuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | Year 1 | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (possessive pronouns)Use of the forms a or an according to whether the next word beginswith a consonant or a vowel [for example, a rock, an open box] (determiner) | using the present perfect form of verbs in contrast to the past tense  | using fronted adverbials | prepositions [for example, before, after, during, in, because of] | indicating possession by using the possessive apostrophe with plural nouns  | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], |
| Year 2 | using the present perfect form of verbs in contrast to the past tense Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | using conjunctions, adverbs and prepositions to express time and cause  | using commas after fronted adverbials  | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) | using and punctuating direct speech | adverbs [for example, then, next, soon, therefore], |
| **Years 5 and 6**recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounusing commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistentlyuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | Year 1 | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (possessive pronouns)determiners | using the perfect form of verbs to mark relationships of time and cause  | using modal verbs or adverbs to indicate degrees of possibility  | How words are related by meaning as synonyms and antonyms [for example, big, large, little]. | using passive verbs to affect the presentation of information in a sentence  | using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
| Year 2 | Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis  | using commas to clarify meaning or avoid ambiguity in writing  | using expanded noun phrases to convey complicated information concisely  | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] |

Autumn 1

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| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Years 3 and 4 | What is a noun?Identifying common nounsY3 and 4 introduction to nouns power point | Identifying proper nouns – using a capital letterProper nouns Twinklhttps://www.twinkl.co.uk/resource/t2-e-3153-what-is-a-proper-noun-resource-pack | pronouns<https://www.bbc.co.uk/bitesize/topics>/zwwp8mn/articles/z37xrwxBBC Bitesize pronounsPronouns Y4 various sheets | possessive pronounsBBC Bitesize<https://www.bbc.co.uk/bitesize/guides/z62bkqt/revision/1><https://www.twinkl.co.uk/resource/t2-e-3959-year-4-pronouns-and-possessive-pronouns-warm-up-powerpoint>TES a or an | consistency when using pronounsClassroom Secrets | nouns or pronouns for clarityhttps://www.twinkl.co.uk/resources/new-2014-curriculum-resources-ks2-english-resources-lower-ks2-years-3-and-4/new-2014-curriculum-resources-ks2-english-resources-lower-ks2-years-3-and-4-writing-vocabulary-grammar-and-punctuation/new-2014-curriculum-resources-ks2-english-resources-lower-ks2-years-3-and-4-writing-vocabulary-grammar-and-punctuation-choose-nouns-or-pronouns-appropriately-for-clarity-and-cohesion-and-to-avoid-repetition | a anWhat is a vowel? Consonant?TES |
| Years 5 and 6(Classroom Secrets Year 5 summer block 2) | Common, proper and collective nounsCastle of nouns game | Abstract and concrete nounsNoun hunt | pronouns to avoid repetition Y5 clarity | Y6 revision pronounshttps://www.twinkl.co.uk/resource/t2-e-2144-year-6-grammar-revision-guide-and-quick-quiz-pronouns | determiners a an the (article)TES |