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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 adverbials  learning the grammar for years 3 and 4 in English Appendix 2  using commas after fronted adverbials  indicating possession by using the possessive apostrophe with plural nouns  using and punctuating direct speech  use 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 begins  with 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 pronoun  using 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 consistently  use 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 nouns  Y3 and 4 introduction to nouns power point | Identifying proper nouns – using a capital letter  Proper nouns Twinkl  https://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/z37xrwx  BBC Bitesize pronouns  Pronouns Y4 various sheets | possessive pronouns  BBC 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 pronouns  Classroom Secrets | nouns or pronouns for clarity  https://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 an  What is a vowel? Consonant?  TES |
| Years 5 and 6  (Classroom Secrets Year 5 summer block 2) | Common, proper and collective nouns  Castle of nouns game | Abstract and concrete nouns  Noun hunt | pronouns to avoid repetition Y5 clarity | Y6 revision pronouns  https://www.twinkl.co.uk/resource/t2-e-2144-year-6-grammar-revision-guide-and-quick-quiz-pronouns | determiners a an the (article)  TES |