

Grammar scheme of work - Autumn Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Year 1	<u>Ready to write</u> Leaving spacing between words	<u>Ready to write</u> Name the letters of the alphabet in the correct order	<u>Ready to write</u> Begin to form lower case letters in the correct direction, starting and finishing in the correct place	<u>Punctuating sentences</u> Introduction to capital letters to demarcate sentences	<u>Punctuating sentences</u> Introduction to full stops to demarcate sentences	<u>Punctuating sentences</u> Begin to punctuate sentences using capital letters and form capital letters correctly	<u>Punctuating sentences</u> Begin to punctuate sentences using a full stop	<u>Sentences</u> How words can be used to combine sentences	<u>Sentences</u> How words can be used to combine sentences	<u>Capital letters</u> Using capital letters for places and days of the week	<u>Capital letters</u> Using a capital letter for names and the personal pronoun I
Year 2	<u>Ready to write</u> Using a capital letter for the names of people, places and the pronoun I	<u>Ready to write</u> Using full stops, capital letters, question marks and exclamation marks correctly	<u>Ready to write</u> Joining words and clauses using 'and'	<u>Commas</u> Using commas correctly in a list	<u>Word classes</u> Expanded noun phrases 'blue butterfly' 'the man in the moon'	<u>Word classes</u> Expanded noun phrases 'blue butterfly' 'the man in the moon'	<u>Conjunctions</u> Co-ordination - using 'and' 'but' 'or'	<u>Conjunctions</u> Subordination - 'when', 'if', 'that', 'because'	<u>Conjunctions</u> Subordination - 'when', 'if', 'that', 'because'	<u>Sentence types</u> Questions	<u>Sentence types</u> Commands
Year 3	<u>Ready to write</u> Recap punctuation - full stops, capital letters, question mark, exclamation marks, commas in a list	<u>Ready to write</u> Recap punctuation - apostrophes to mark where letters are missing 'the girl's name'	<u>Ready to write</u> Questions, commands, exclamations and statements	<u>Ready to write</u> Co-ordination - 'or' 'but' 'and' Subordination - 'when' 'if' 'that' 'because'	<u>Ready to write</u> Past and present tense including progressive form	<u>Ready to write</u> Expanded noun phrases 'blue butterfly' 'the man in the moon'	<u>Determiners</u> Use the form 'a' 'an' according to whether the next word begins with a consonant or vowel 'a rock' 'an open box'	<u>Conjunctions</u> Extending range of sentences with more than one clause by using a wider range of conjunctions 'when' 'if' 'because' 'although'	<u>Conjunctions</u> Using conjunctions to express time and cause	<u>Conjunctions</u> Express time, place and cause using conjunctions 'when' 'before' 'after' 'while' 'so' 'because'	<u>Conjunctions</u> Express time, place and cause using conjunctions 'when' 'before' 'after' 'while' 'so' 'because'

Year 4	<u>Ready to write</u> Use the form 'a' 'an' according to whether the next word begins with a consonant or vowel 'a rock' 'an open box'	<u>Ready to write</u> Express time, place and cause using a range of conjunctions 'when' 'before' 'after' 'while' 'so' 'because'	<u>Ready to write</u> Express time, place and cause using a range of adverbs and prepositions 'then' 'next' 'soon' 'therefore' 'before' 'after' 'during' 'in' 'because of'	<u>Ready to write</u> Recap introduction to inverted commas to punctuate direct speech	<u>Ready to write</u> Present perfect form of verbs instead of the simple past 'he has gone out to play'	<u>Pronouns</u> Choose pronouns appropriately to aid cohesion and avoid repetition	<u>Pronouns</u> Possessive pronouns	<u>Fronted adverbials</u> Identifying fronted adverbials	<u>Fronted adverbials</u> Using fronted adverbials 'Later that day, I heard the bad news.'	<u>Fronted adverbials</u> Using commas after fronted adverbials	<u>Fronted adverbials</u> Using commas after fronted adverbials
Year 5	<u>Ready to write</u> Choosing nouns or pronouns to avoid repetition	<u>Ready to write</u> Expanded noun phrases 'the strict maths teacher with curly hair'	<u>Ready to write</u> Fronted adverbials and using the comma with fronted adverbials	<u>Ready to write</u> Difference between plural and possessive -s	<u>Ready to write</u> Inverted commas and other punctuation to indicate direct speech 'The conductor shouted, "Sit down!"	<u>Relative clauses</u> Relative pronouns 'who' 'which' 'where' 'when' 'whose' 'that'	<u>Relative clauses</u> Using relative clauses to add detail to a sentence	<u>Modal verbs</u> Identify modal verbs 'might' 'should' 'will' 'must'	<u>Modal verbs</u> Use modal verbs to indicate degrees of possibility	<u>Adverbs</u> Identify adverbs of possibility 'perhaps' 'surely'	<u>Adverbs</u> Use adverbs to indicate degrees of possibility
Year 6	<u>Ready to write</u> Using relative clauses using 'who' 'which' 'where' 'when' 'whose' 'that'	<u>Ready to write</u> Using modal verbs and adverbs to indicate degrees of possibility 'might' 'should' 'will' 'must' 'perhaps' 'surely'	<u>Ready to write</u> Using brackets, dashes and commas to indicate parenthesis	<u>Ready to write</u> Using expanded noun phrases to convey complicated information concisely	<u>Ready to write</u> Using the perfect form of verbs to mark relationships of time and cause	<u>Synonyms and antonyms</u> Understand how words are related by meaning as synonyms and antonyms 'big' 'large' 'little'	<u>Synonyms and antonyms</u> Use synonyms and antonyms to avoid repetition in writing	<u>Word class</u> Subject and object	<u>Word class</u> Subject and object	<u>Subjunctive form</u> Recognise vocabulary that is appropriate for formal speech and writing 'find out - discover' 'ask for - request'	<u>Subjunctive form</u> Recognise structures that are appropriate for formal speech and writing 'He's your friend - isn't he?' 'Were they to come in'

Grammar scheme of work - Spring Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Year 1	<u>Conjunctions</u> Understand how words can combine to make sentences	<u>Conjunctions</u> Joining words and joining clauses using 'and'	<u>Conjunctions</u> Joining words and joining clauses using 'and'	<u>Conjunctions</u> Joining words and joining clauses using 'and'	<u>Exclamations</u> Introduction to exclamation marks to demarcate sentences	<u>Exclamations</u> Begin to punctuate sentences using an exclamation mark	<u>Capital letters</u> Capital letters for names	<u>Capital letters</u> Capital letters for places	<u>Capital letters</u> Capital letters for days of the week	<u>Capital letters</u> Capital letters for the pronoun I	<u>Capital letters</u> Using capital letters correctly in sentences
Year 2	<u>Word classes</u> Use of -ly in Standard English to turn adjectives into adverbs	<u>Word classes</u> Use of -ly in Standard English to turn adjectives into adverbs	<u>Apostrophes</u> Use apostrophes to mark where letters are missing in spelling 'can't' 'won't'	<u>Apostrophes</u> Use apostrophes to mark singular possession in nouns 'the girl's name'	<u>Sentence types</u> Identify how grammatical structure patterns in a sentence indicate it is an exclamation	<u>Sentence types</u> Identify how grammatical structure patterns in a sentence indicate it is a command	<u>Tenses</u> Learn how to use present tense correctly and consistently including the progressive form	<u>Tenses</u> Learn how to use past tense correctly and consistently including the progressive form	<u>Tenses</u> Correct choice and consistent use of present and past tense	<u>Suffixes</u> Formation of nouns using suffixes such as -ness -er and by compounding 'whiteboard' 'superman'	<u>Suffixes</u> Formation of adjectives using suffixes such as -ful -less (see year 2 appendix 1)
Year 3	<u>Adverbs</u> Identify adverbs in sentences	<u>Adverbs</u> Express time, place and cause using adverbs 'then' 'next' 'soon' 'therefore'	<u>Adverbs</u> Express time, place and cause using adverbs 'then' 'next' 'soon' 'therefore'	<u>Prepositions</u> Identify prepositions in sentences	<u>Prepositions</u> Express time, place and cause using prepositions 'before' 'after' 'during' 'in' 'because of'	<u>Prepositions</u> Express time, place and cause using prepositions 'before' 'after' 'during' 'in' 'because of'	<u>Speech</u> Insert inverted commas in to the correct place to punctuate direct speech	<u>Speech</u> Begin to use inverted commas to punctuate direct speech	<u>Speech</u> Begin to use inverted commas to punctuate direct speech	<u>Tenses</u> Identify the present perfect form of verbs	<u>Tenses</u> Use the present perfect form of verbs instead of simple past 'he has gone out to play'
Year 4	<u>Apostrophes</u> Indicate omission using an apostrophe 'don't'	<u>Apostrophes</u> Indicate possession by using the apostrophe with plural nouns 'the girl's names' 'the girls' names'	<u>Apostrophes</u> Indicate possession by using the apostrophe with plural nouns 'the girl's names' 'the girls' names'	<u>Speech</u> Using inverted commas to indicate direct speech	<u>Speech</u> Insert inverted commas and commas to indicate direct speech The conductor shouted, "Sit down!"	<u>Speech</u> Use inverted commas and commas to indicate direct speech correctly The conductor shouted, "Sit down!"	<u>Noun phrases</u> Identify expanded noun phrases 'the strict maths teacher with curly hair'	<u>Noun phrases</u> Expand noun phrases by the addition of modifying nouns, adjectives and prepositional phrases	<u>Noun phrases</u> Use expanded noun phrases correctly	<u>Suffixes</u> Spell words with the endings -sure and -ture 'measure' 'adventure'	<u>Suffixes</u> Spell words with the ending -sion 'explosion'

<p>Year 5</p>	<p><u>Parenthesis</u> Identify parenthesis in a range of sentences</p>	<p><u>Parenthesis</u> Use commas to indicate parenthesis</p>	<p><u>Parenthesis</u> Use brackets and dashes to indicate parenthesis</p>	<p><u>Noun phrases</u> Identify expanded noun phrases that convey complicated information concisely</p>	<p><u>Noun phrases</u> Use expanded noun phrases to convey complicated information concisely 'the delicate, lilac flowers on the plant'</p>	<p><u>Noun phrases</u> Use expanded noun phrases to convey complicated information concisely 'the delicate, lilac flowers on the plant'</p>	<p><u>Tenses</u> Identify different tenses - past or present?</p>	<p><u>Tenses</u> Recognise the past and present progressive tense. 'I am baking' 'I was baking'</p>	<p><u>Tenses</u> Use the past and present progressive tense. 'I am baking' 'I was baking'</p>	<p><u>Tenses</u> Recognising the past and present perfect tenses</p>	<p><u>Tenses</u> Using the past and present perfect tenses correctly 'I have baked a cake' 'I had baked a cake'</p>
<p>Year 6</p>	<p><u>Punctuation</u> Using colons correctly to introduce a list and begin to use colons to expand a sentence</p>	<p><u>Punctuation</u> Using semi colons to separate items in a list and begin to use semi colons to link sentences</p>	<p><u>Active and passive</u> Identify the active and passive form in different sentences</p>	<p><u>Active and passive</u> Use passive verbs to affect the presentation of information in a sentence 'The dog was walked by Sam'</p>	<p><u>Formal and informal</u> Recognise vocabulary and structure that is appropriate for formal speech and writing including the subjunctive form</p>	<p><u>Formal and informal</u> Use the appropriate vocabulary for formal speech and writing 'go in - enter'</p>	<p><u>Formal and informal</u> Use different structures for formal and informal writing including questions tags and the subjunctive form 'He's your friend, isn't he?' 'If I were'</p>	<p><u>Punctuation</u> Use semi colons to mark boundaries between independent clauses 'We had too many fumbles; we lost the game'</p>	<p><u>Punctuation</u> Use colons to mark boundaries between independent clauses 'The flaw in the wolf's plan was clear to see: he looked nothing like Grandma.'</p>	<p><u>Punctuation</u> Use dashes to mark boundaries between independent clauses. 'I fell over at school today - it was embarrassing'</p>	<p><u>Hyphens</u> Use hyphens to avoid ambiguity 'man eating shark' VS 'man-eating shark'</p>

Grammar scheme of work - Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Year 1	<u>Questions</u> Introduce questions marks to demarcate sentences	<u>Questions</u> Punctuate sentences using a question mark	<u>Singular and plural</u> Regular plural noun suffix -s	<u>Singular and plural</u> Regular plural noun suffix -es	<u>Singular and plural</u> Regular plural noun suffixes -s and -es	<u>Prefixes</u> Recognise how the prefix un- changes the meaning of verbs and adjectives 'unkind' 'untie'	<u>Prefixes</u> Recognise how the prefix un- changes the meaning of verbs and adjectives 'unkind' 'untie'	<u>Suffixes</u> Apply the spelling rule for adding the suffixes -ing and -ed	<u>Suffixes</u> Apply the spelling rule for adding the suffix -er	<u>Sequencing sentences</u> Sequence sentences to from short narratives	<u>Sequencing sentences</u> Sequence sentences to from short narratives
Year 2	<u>Suffixes</u> Use of the suffixes -er and -est in adjectives	Revision for SATs assessment	Revision for SATs assessment	Revision for SATs assessment	Revision for SATs assessment	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 1 and Year 2 SPaG objectives
Year 3	<u>Nouns</u> Explore the different types of nouns including abstract nouns	<u>Paragraphs</u> Introduction to paragraphs as a way to group related material	<u>Paragraphs</u> Using paragraphs correctly to group related material	<u>Paragraphs</u> Using paragraphs correctly to group related material	<u>Paragraphs</u> Use headings and sub-headings to aid the presentation of writing	<u>Word families</u> Word families based on common words, showing how words are related in form and meaning Solve, solution, solver, dissolve	<u>Word families</u> Word families based on common words, showing how words are related in form and meaning Solve, solution, solver, dissolve	<u>Prefixes</u> Form nouns using the prefix super- Supermarket Supersonic	<u>Prefixes</u> Form nouns using the prefix anti- Antibiotic Antisocial	<u>Prefixes</u> Form nouns using the prefix auto- Autograph Automobile	<u>Prefixes</u> Form nouns using the prefix inter- Interval Intervene

Year 4	<u>Standard English</u> Understand the standard English verb inflections instead of local spoken forms 'we were instead of we was' 'I did instead of I done'	<u>Standard English</u> Use the standard English verb inflections instead of local spoken forms 'we were instead of we was' 'I did instead of I done'	<u>Paragraphs</u> Understand the use of paragraphs to organise ideas around a theme	<u>Paragraphs</u> Use paragraphs correctly to organise ideas around a theme	<u>Paragraphs</u> Use paragraphs correctly to organise ideas around a theme	<u>Paragraphs</u> Use paragraphs correctly to organise ideas around a theme	<u>Suffixes</u> Spell and use word correctly with the suffix -ation Donation Creation	<u>Suffixes</u> Spell and use word correctly with the suffix -ly Bravely Gently	<u>Suffixes</u> Spell and use word correctly with the suffix -ous Anxious Dangerous	<u>Suffixes</u> Spell and use word correctly with the suffix -tion and -sion Division Nation	<u>Suffixes</u> Spell and use word correctly with the suffix -ssion and -cian Confession Electrician
Year 5	<u>Commas</u> Use commas to clarify meaning or avoid ambiguity in writing 'Let's eat Grandma or Lets eat, Grandma'	<u>Commas</u> Use commas to clarify meaning or avoid ambiguity in writing 'Let's eat Grandma or Lets eat, Grandma'	<u>Cohesion</u> Use devices to build cohesion within a paragraph Use of pronouns - who, that, whom	<u>Cohesion</u> Use devices to build cohesion within a paragraph Use of co-ordinating and subordinating conjunctions - FANBOYS & since, because, although	<u>Cohesion</u> Use devices to build cohesion within a paragraph Use of adverbials - occasionally, however, in other words	<u>Cohesion</u> Use devices to build cohesion across paragraphs using adverbials of time, place and number Later, Nearby, Secondly,	<u>Cohesion</u> Use devices to build cohesion across paragraphs through tense choices 'He had seen her before'	<u>Prefixes</u> Use and spell verb prefixes correctly dis-, de- and mis- Dislodge Derail Mistreat	<u>Prefixes</u> Use and spell prefixes correctly over- and re- Reaction Overjoyed	<u>Suffixes</u> Convert nouns or adjectives into verb using suffixes -ate -ise -ify Real = realise Pollen = pollenate Note = notify	<u>Suffixes</u> Convert nouns or adjectives into verb using suffixes -ate -ise -ify Real = realise Pollen = pollenate Note = notify
Year 6	Revision of Year 6 SPaG	Assessment - SATs	<u>Cohesion</u> Linking ideas across paragraphs using grammatical connections like adverbials 'on the other hand' 'consequently'	<u>Cohesion</u> Linking ideas across paragraphs using repetition of a word or phrase	<u>Cohesion</u> Linking ideas across paragraphs using ellipses	<u>Cohesion</u> Using layout devices to guide the reader and structure the text 'headings, sub-headings, columns, bullet points, tables'	<u>Consolidation</u> Consolidate the coverage of all Year 3- Year 6 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 3- Year 6 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 3- Year 6 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 3- Year 6 SPaG objectives	<u>Consolidation</u> Consolidate the coverage of all Year 3- Year 6 SPaG objectives

