



	Y1	Y2	Y3	Y4	Y5	Y6
Coordination and subordination	<p>Joining words and clauses using 'and'</p>	<p>Joining clauses using subordinating conjunctions (using <i>when, if, that, because</i> and co-ordinating conjunctions (using <i>or, and, but</i>)</p>	<p>Expressing time, place and cause using a conjunction (for example, <i>when, before, after, while, so, because</i>)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> to add subordinate clauses</p>	<p>Use of commas after fronted adverbials</p> <p>Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although, since, until, as</i> and <i>whilst</i> to add subordinate clauses</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Continue to extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>whenever, whatever, whether, though, till, even if, even though, unless</i> as well as all previously taught)</p> <p>Vary position of subordinate clauses, using commas to demarcate</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>)</p> <p>Use of omitted relative pronouns</p> <p>Difference between structures typical of informal speech and structures appropriate to informal speech (for example question tags and subjunctive form)</p>
Sentence Building	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for the names and for the personal pronoun 'I'</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use of capital letters, full stops, question marks and exclamation marks to punctuate sentences</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (refer to 'Speech' section)</p>		



<p>Nouns and noun phrases</p>	<p>Regular plural noun suffixes <i>-s or -es</i> (for example, <i>dog, dogs; wish, wishes</i>) including the effects of these suffixes on the meaning of the noun (singular and plural)</p> <p>How the prefix un- changes the meaning of adjectives (negation, for example, <i>unkind, unwell</i>)</p>	<p>Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i>, and by compounding (for example <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of suffixes <i>-er, -est</i> in adjectives</p>	<p>Use of the correct determiner (<i>a or an</i>) according to whether the next words begins with a consonant or vowel sound (for example <i>a rock, an open box, an hour</i>)</p> <p>Formation of nouns using a range of prefixes (<i>super-, anti-, auto-</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example <i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Formation of nouns using the range of suffixes (<i>-ation, -sure, -ture, -tion, -sion, -ssion, -cian</i>)</p> <p>Formation of adjectives using the suffix <i>-ous</i></p>	<p>Using expanded noun phrases to convey complicated information</p> <p>concisely –i.e. when writing to inform not descriptively</p>	<p>How hyphens can be used to avoid ambiguity (for example <i>man-eating shark or man eating shark, recover or re-cover</i>)</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>Continue to use expanded noun phrases to convey complicated information</p> <p>concisely –i.e. when writing to inform not descriptively</p> <p>Teach how nouns in sentences can act as the subject or object, depending on whether the sentence is active or passive</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Verbs</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs (<i>undoing, untie</i>)</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of simple form of verbs (<i>he played, she sits, they sang</i>) as well as progressive form of verbs in the present and past tense to mark actions in progress (for example <i>she is drumming, he was shouting</i>)</p> <p>Challenge vocab: Present progressive, past progressive</p>	<p>Use of the present perfect form of verbs instead of the simple past (for example <i>'He has gone out to play'</i> contrasted with <i>'He went out to play'</i>)</p> <p>Challenge vocab: Present perfect</p>	<p>Standard English forms of verb inflections, instead of Yorkshire spoken forms (for example <i>'we were'</i> instead of <i>'we was'</i>; <i>'would of'</i> instead of <i>'would have'</i>; <i>'I writ'</i> instead of <i>'I wrote'</i>; <i>'I have wrote'</i> instead of <i>'I have written'</i>)</p>	<p>Indicating degrees of possibility using modal verbs (for example <i>could, can, can't, should, shall, shan't, may, must, mustn't, will, won't, would, wouldn't</i> etc)</p> <p>Recap tenses previously taught (<i>simple past and present, progressive past and present, present perfect</i>)</p> <p>Use the perfect form of verbs when appropriate to mark the relationships of time and cause (past perfect and future perfect)</p> <p>Convert nouns or adjectives into verbs using suffixes <i>-ate, -ise and -ify</i></p> <p>Use verb prefixes (for example <i>dis-, de-, mis-, over-, re-</i>) – ensure meanings</p>	<p>Use of the passive voice to affect information in the sentence (for example, <i>'Tom walked the dog'</i> <i>'The dog was walked by Tom'</i>)</p> <p>The difference between verbs typical of informal and formal speech and writing (for example <i>find out – discover, ask for – request, go in – enter</i>)</p> <p>Use subjunctive verbs for formal writing</p>
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					of morphemes are explicitly taught	
Adverbials		To use -ly in Standard English to turn adjectives into adverbs	Expressing time, place and cause using adverbs (for example <i>then, next, soon, therefore</i>) or prepositions (for example <i>before, after, during, in, because of</i>)	<p>Fronted adverbials (for example '<i>Later that day, I heard the bad news.</i>')</p> <p>Use of commas after fronted adverbials</p> <p>Formation of adverbs using the suffix -ly including rule exceptions:</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>Indicating degrees of possibility using adverbs (for example <i>perhaps, surely, maybe</i>)</p> <p>Use devices to build cohesion within a paragraph (for example <i>then, after that, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (<i>later, next</i>); place (<i>nearby, close to, underneath</i>); number (<i>firstly, secondly</i>); manner (<i>slowly, with fury</i>); frequency (<i>often, rarely</i>)</p>	Link ideas across paragraphs using a range of cohesive devices , including with adverbials (for example <i>on the other hand, in contrast to, as a consequence</i>)



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence demarcation</p>	<p>How words can be combined to make sentences</p> <p>Leaving spaces between words</p> <p>Using a capital letter for names of people, places, days of the week, months and personal pronoun 'I'</p> <p>Introduction to capital letters, full stops, question marks, exclamation marks to demarcate sentences.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks.</p>	<p>Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks.</p>	<p>Punctuate simple, compound and complex sentences accurately.</p> <p>Use commas for clarity to add verb extensions i.e. where a subordinating conjunction or relative pronoun has been omitted (for example <i>'The boy walked up the street after hearing the good news, smiling from ear to ear.'</i> – verb extensions can be explicitly taught where children are confident in punctuating simple, compound and complex sentences accurately.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Commas</p>		<p>Commas to separate items in a list – link to teaching of noun and noun phrases</p>	<p>Continue teaching using commas to separate items in a list</p>	<p>Use of commas after fronted adverbials – link to teaching of adverbials</p> <p>Continue the teaching of commas to separate items in a list</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity (<i>'Let's eat grandma!' vs 'Let's eat, grandma!'</i>)</p>	<p>Using commas to separate items in a complicated list with semi-colons, introduced with a colon</p>



Cohesion	Learning how to sequence sentences to form short narratives	Correct and consistent choice of present tense and past tense throughout writing – link to teaching of verbs	Introduction to paragraphs to group related material Use of headings and subheadings to aid presentation of paragraphs	Appropriate choice of pronoun or noun within and across sentences to avoid repetition and aid cohesion – link with teaching of noun/noun phrases Use of paragraphs to organise ideas around a theme	Use devices to build cohesion within a paragraph (for example <i>then, after that, firstly</i>) – link to teaching of adverbials Linking ideas across paragraphs using adverbials of time (<i>later, next</i>); place (<i>nearby, close to, underneath</i>); number (<i>firstly, secondly</i>); manner (<i>slowly, with fury</i>); frequency (<i>often, rarely</i>) Use the perfect form of verbs to mark relationships of time and cause	Avoid repetition through the use of synonyms, antonyms and pronouns Link ideas across paragraphs using a range of cohesive devices , including with adverbials (for example <i>on the other hand, in contrast to, as a consequence</i>); repetition of a word or phrase, and ellipsis
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Speech			Introduction to inverted commas to punctuate direct speech – no teaching of rules regarding other speech punctuation	Use of inverted commas and other punctuation to indicate direct speech where the direct speech comes first in the sentence , followed by a reporting clause (for example: <i>"Well done!" exclaimed the teacher.</i>) – no teaching of speech second sentences	Consolidate use of inverted commas and other punctuation to indicate direct speech where the direct speech comes first in the sentence , followed by a reporting clause Use of inverted commas and other punctuation to indicate direct speech where the direct speech comes second in the sentence , preceded by a reporting clause (for example: <i>The teacher exclaimed, "Well done!"</i>)	Consolidate use of inverted commas and other punctuation to indicate direct speech where the direct speech comes first or second in the sentence Use of direct speech in any position within a sentence , including where the reporting clause OR the direct speech is embedded (for example: <i>Tom shouted, "Come here!" whilst gesticulating wildly.</i> <i>"Come here," demanded his mother, "and tell me how this was broken."</i> <i>"Come here," demanded his mother. "Tell me how this was broken."</i>
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Apostrophes for contraction		Apostrophes to mark where letters are missing in contractions	Consolidate apostrophes to mark where letters are missing in contractions	Consolidate apostrophes to mark where letters are missing in contractions	Consolidate use of apostrophes for contractions linking to negative modal verbs and specific use when writing informal dialogue Teach use of question tags , including commas (for example, 'We won't be late, will we?' 'This sandwich is nice, isn't it?')
Apostrophes for possession		Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>) – link with teaching of nouns and noun phrases	Consolidate use of apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>)	Grammatical difference between the plural and possessive -s (for example <i>the girls play, the girl's coat</i>) Apostrophes to mark singular and plural possession (for example, <i>the girl's name, the girls' names</i>) – link with teaching of nouns and noun phrases	Consolidate use of apostrophes for possession