

	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<b>Terminology for pupils</b>	<p><i>Year 4 statutory requirement</i></p> <p>pronoun, adverbial, determine, possessive pronoun,</p> <p>Check understanding of noun, noun phrase, statement, question, exclamation, command, compound, suffix, prefix, adjective, adverb, verb, tense (past and present), apostrophe, comma, consonant, vowel</p>	<p><i>Those not yet compliant with Y4 statutory requirements to continue working on these. Y4 to be achieved before moving on to Y5/6 work (differentiation to be by ability not age)</i></p> <p>Check understanding of preposition, conjunction, clause, subordinate clause, direct speech, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>	<p><i>Year 5 statutory requirement</i></p> <p>modal verb,</p> <p>relative pronoun,</p> <p>relative clause,</p> <p>parenthesis, bracket, dash,</p> <p>cohesion, ambiguity</p>	<p><i>Year 6 statutory requirement</i></p> <p>subject, object,</p> <p>active, passive,</p> <p>synonym, antonym,</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p><i>Revision of terms plus any not already covered</i></p>	
<b>Word</b>	<p><i>Parts of word work covered in spelling groups</i></p> <p>Year 4 statutory requirement</p>	<p><i>Parts of word work covered in spelling groups</i></p> <p>Year 5 statutory requirement</p>	<p><i>Parts of word work covered in spelling groups</i></p> <p>Revise Use of <i>a</i> or <i>an</i> according to</p>	<p><i>Parts of word work covered in spelling groups</i></p> <p>Year 6 statutory requirement Difference between</p>	<p><i>Parts of word work covered in spelling groups</i></p> <p>Revision</p>	<p><i>Parts of word work covered in spelling groups</i></p>

	<p>The grammatical difference between plural and possessive s</p> <p>Standard forms for verb inflections instead of spoken forms e.g. we were instead of we was and I did instead of I done.</p> <p>Revise Use of suffixes – <i>er</i> – <i>est</i> in adjectives Use of <i>-ly</i> to turn adjectives into adverbs Formation of nouns using a range of prefixes e.g. <i>super-</i>, <i>anti-</i>, <i>auto-</i> Word families based on common words, showing how words are related in form and meaning</p>	<p>Converting nouns or adjectives into verbs using suffixes</p> <p>Verb prefixes</p>	<p>whether the next word begins with a consonant or a vowel</p> <p>The grammatical difference between plural and possessive s</p>	<p>vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>How words are related by meaning as synonyms and antonyms</p>		
<b>Sentence</b>	<p><i>Year 4 statutory requirement</i></p> <p>Noun phrases</p>	<p>Revise</p> <p>Expressing time, place and cause</p>	<p><i>Year 5 statutory requirement</i></p> <p>Relative clauses beginning with</p>	<p><i>Year 6 statutory requirement</i></p> <p>Use of the passive to affect the</p>	Revision	

	<p>expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Revise How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Expanded noun phrases</p>	<p>using conjunctions, adverbs or prepositions Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials</p>	<p><i>who, which, where, when, whose, that</i> or an omitted relative pronoun indicating degrees of possibility using adverbs or modal verbs</p>	<p>presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing including using the subjunctive</p> <p>Use of the perfect form of verbs to mark relationships of time and cause</p>		
<b>Text</b>	<p><i>Revise as needed – some of this will be ongoing depending on ability</i></p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p><i>Revise as needed – some of this will be ongoing depending on ability</i></p> <p>Use of paragraphs Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Year 5 statutory requirement Devices to build cohesion within a paragraph linking ideas across paragraphs using adverbials of time, place and number or tense choices</p>	<p>Year 6 statutory requirement Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices</p>	Revision	

	<p>Correct choice and consistent use of present and past tense</p> <p>Use of paragraphs</p> <p>Headings and sub-headings</p> <p>Use of present perfect form of verbs</p>					
<b>Punctuation</b>	<p><b>Inverted commas to punctuate direct speech</b></p> <p><b>Other punctuation of direct speech</b></p> <p><b>Apostrophes to mark plural possession</b></p> <p><b>Use of commas after fronted adverbials</b></p>	<p><i>Should be revision</i></p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in lists</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p><i>Year 5 statutory requirement</i></p> <p><b>Brackets, dashes or commas to indicate parenthesis</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><i>Year 6 statutory requirement</i></p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Bullet points</p> <p>How hyphens can be used to avoid ambiguity</p>		