|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grammar coverage** | | | | | |
| **Informal and formal speech:**  *find out* */ discover*  *ask for / request*  *go in / enter*  Using question tags for informality: *He’s in your class, isn’t he?*  Use the subjunctive for formal writing: *If I were you…* | Use **inverted commas** accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas | **Dashes** to mark the boundary between clauses:  *It’s raining − I’m fed up* | **Semicolons** to demarcate within a list | **Simple sentences and how to embellish them** | **Modal verbs** |
| **Abstract nouns** | **Repetition for effect:**  persuasion, suspense, emphasis | **Colon and bullet points** for a list | **Alliteration** | Consolidating **compound sentences** andcoordinating conjunctions | **Auxiliary verbs** |
| **Synonyms:**  Realising that when you find a synonym, the word means something slightly different, eg,  “big” and “grand”. “Grand” can mean “one thousand”, “elaborate” and “decorative”, as well as “big”. | **Connectives** to signpost and create cohesion within a text:   * order of sequence * time connectives * additional ideas * space and place * contrasting * exemplification * results * to summarise | **Hyphens for compound words** to avoid ambiguity:  *man eating shark*  or  *man-eating shark* | **Similes** | **Complex sentences**  and subordinate conjunctions | **Tense (past, present and future)** |
| **Antonyms:**  using prefixes | **Layout devices** such as headings, sub-headings, columns, bullet points, tables and paragraphs | Identify the **subject and object** of the sentence | **Metaphors** | Combining **complex and compound clauses** to create a sentence | **Pronouns: relative and possessive** |
| **Collective nouns** | **Colons** to mark the boundary between clauses:  *It’s sunny: I’m going out to play.* | **Ellipses** to create suspense  and to show missing words in a quote | **Personification** | **Rhetorical questions** | **Relative clauses** |
| The difference between **passive and active** sentence and when to use the passive | **Semicolons**  to mark the boundary between clauses:  *It’s raining; I’m fed up* | **Antonyms**  to create different effects in sentences | **Fronted adverbials** | Expanded **noun phrases:** *The witch, who crashed her broom, is over there, feeling dazed.*  A whole sentence can be a noun phrase | **Determiners and generalisers** |
| **Imperative verb** | **Revision of all aspects of grammar/spelling/punctuation during summer term** | | | | |

|  |  |
| --- | --- |
| **Spelling** | **Sentence/ grammar lessons** |
| Antonyms  Synonyms  Informal and formal language  Conjunctions  Connectives  Relative pronouns  Possessive pronouns  Hyphens for compound nouns  Collective nouns  Modal verbs  Abstract nouns  Imperative verbs  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | Fronted adverbials  Expanded noun phrases  Determiners and generalisers  Imperatives  Semicolons  Colons  Bullet points  Dashes  Passive and active sentences  Informal and formal language  Rhetorical questions  Personification  Metaphors  Alliteration  Similes  Compound sentences  Complex sentences  Combining complex and compound clauses  Relative clauses to create complex sentences  Pronouns – relative and possessive  Ellipses  Relative clauses  Subject and object of the sentence  Layout devices (could also be used in guided reading)  Past tense  Present tense  Future tense  Auxiliary verbs  Modal verbs  Embellishing simple sentences  Repetition for effect  Inverted commas |

This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.