

Recap—

These are letters:

s c a y t

These are words:

cat mat tip

This is a sentence:

The hill is full of sheep.

**By the end of this year you will:**

Write sentences that start with a capital letter, have finger spaces and end with a full stop.

Use a capital letter for a proper noun.

Use the conjunction **and** to extend your sentences.

Use a ? Or ! correctly as punctuation.

Understand and use the personal pronoun – I.

Understand and use the terms singular, plural.

Identify and use nouns, verbs and adjectives.

Use adjectives to describe and add detail to nouns.

A **noun** is the name of something

An **adjective** describes a noun.

A **verb** is an action.

The **black** **cat** **jumped** on the bed.

I is a personal pro noun.

It is always a capital letter  
when alone.

I can see a cat.

Conjunctions extend a sentence.

The cat was black **and** covered in spots.

All sentences must start with a capital letter,  
have finger spaces and end with punctuation.

The cat is black.

The cat was fast!

Can you see the cat?

Single identifies one of something.

Plural identifies more than one.



Single

cat



plural

cats

# Year One

## Common exception words

### Year 1

of	I				they
said	the	pull	once	friend	me
put	a	house	one	so	she
are	do	our	ask	by	be
is	to	love	school	my	he
his	no	come	says	here	we
has	go	were	push	some	your
today	where	there	full	was	you

## Year Two

### Grammar and punctuation

Recap— A sentence must begin with a capital letter, have fingers spaces and end with punctuation such as . ! or ? A noun is a name of something. A verb is an action word. An adjective describes a noun.

#### By the end of this year you will:

Use coordinating conjunctions - and, or & but.

Use subordinating conjunctions - when, if, that, or because.

Understand and use present and past tense.

Understand and use different sentence types: statement, question, exclamation, command.

Understand and use adverbs.

Use commas for a list.

Use and understand synonyms and antonyms.

Use expanded noun phrases.

Use apostrophes to mark contraction and to mark singular possession in nouns.

A coordinating conjunction is used when both sentences joined have equal importance.



The school is big **and** welcoming.

I have no food **or** drink at home.

I would go to school **but** it is closed.

A subordinating conjunction is used to begin a subordinate clause or to extend a sentence.



**When** the school is open, we can go in.

We will set off **when** school is open.

**Because** it is cold, you need a coat to walk to school.

School is closed **because** it is snowing.

A synonym is a word with the same meaning to another.

Small – little, tiny

Big – huge, massive

An antonym is a word with the opposite meaning to another.

Small - big

Big – small

There are different **types** of sentences.

**Command** – Get your coat on now!

**Exclamation** – I am freezing!

**Question** – Can you get your coat?

**Statement** - I am getting a coat on.

Commas in a list

**Commas** are used to separate items in a list.

The boy got sweets, milk and bread.



and is used to separate the final two items

Adverbs

**Adverbs** add detail to a **verb**.

The boy **ran quickly**.

The girl **slept peacefully**.

Tense

When we write, we choose a tense to write in.

**Past** – The children went to school.

**Present** – The children are at school.

**Future** – The children will go to school.

Expanded noun phrases

When one or more **adjectives** are added to describe a **noun**.

A comma separates the adjectives if more than one is used.

The **cold breeze** blew.

The **cold, bitter breeze** blew.

Apostrophes for contraction

**Apostrophes** are used so show when two words have been contracted together.

It is – it's

I am – I'm

Cannot – can't

We are – we're

## Year Three

### Grammar and punctuation

Recap— Coordinating and subordinating conjunctions can be used to extend a sentence.

Adverbs can be used to add detail to a verb.

Apostrophes can be used to show the contraction of two words.

### By the end of this year you will:

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Indicate possession by using the possessive apostrophe with plural nouns.

Identify and use the correct article 'a' or 'an'

Use and punctuate direct speech with inverted commas.

Use and understand prepositions.

Use subordinate clauses to add more detail with Subordinating conjunctions.

Use commas for parenthesis to separate clauses.

A subordinating conjunction is used to begin a subordinate clause or to extend a sentence.



When the school is open, we can go in.

We will set off when school is open.

Because it is cold, you need a coat to walk to school.

School is closed because it is snowing.

### Pronouns

Pronouns are used to avoid repetition of the noun.

Examples - he she her you we they

The boy was late for school. He ran as fast as he could.

He arrived at school with his friends. They were all exhausted!

### Subordinate clauses

A subordinate clause is an extra clause added to a sentence to add detail.

It can go before the main sentence or after. It must be separated from the main sentence with a comma. The clause will begin with a subordinating conjunction.

As the children ran home, the snow fell and the ground became slippery underfoot.

The snow fell and the ground became slippery underfoot, as the children ran home.



## Direct speech

Direct speech shows when a character is speaking in a story.

We use inverted commas to show when the speech begins and ends.

“Let’s go now!” shouted Ted as they saw the storm approaching.



Inverted commas

Single identifies one of something.

Plural identifies more than one.



Single

cat



plural

cats

## Apostrophes for possession

An **apostrophe** must be used when showing an item belongs to someone.

Kate’s shoes

Ben’s books

Mrs Harrison’s chocolate

## Articles

An **article** is a type of determiner. An article is a word that comes before a noun to show whether it's specific or general

**the an a**

**The** shoe was broken.

**The** mud is on **a** shoe.

We can get on **a** train.

## Prepositions

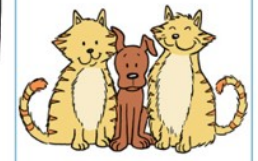
Prepositions describe the position of something.



BEHIND



IN FRONT OF



BETWEEN



BESIDE, NEXT TO



ON



IN



**Year Four**  
Grammar and punctuation

**Recap**— Subordinate clauses can be used to add more detail to a sentence. They are separated from the main sentence with a comma.  
Speech can be shown within writing by inverted commas are used.

**By the end of this year you will:**  
Use fronted adverbials and follow them with a comma.  
Correctly punctuate direct speech including the use of a comma to separate the speech from the rest of the text.  
Identify and use determiners in writing.  
Use commas for parenthesis to separate a main clause from a subordinate.

**Direct speech**  
Direct speech shows when a character is speaking in a story.  
We use **inverted commas** to show when speech begins and ends. The speech is separated from the rest of the text with punctuation such as a **comma, question mark or explanation mark**.  
“Let’s go now!” shouted the boys.  
Mum said, “We need to leave or we will miss the bus.”  
“Can we go to the park?” the children asked their mum.

**Determiners**  
A determiner is a word placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to.

<p><b>Articles</b></p> <p>a an the</p> 	<p><b>Possessives</b></p> <p>my, your, his, her, its, our, their, whose</p> 	<p><b>Demonstratives</b></p> <p>this that these those</p> 
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**Fronted adverbials**  
A fronted adverbial is a word or a phrase that is used for the same reason as adverbs, to modify a specific verb or clause. A **comma** is always used after a fronted adverbial.

In the distance, we could see the sun setting.  
Anxiously, the children walked into the woods.

Time	Location	Feelings/manner
Today,	Over the mountain,	Anxiously,
Yesterday,	In the distance,	In a flash,
On Monday,	On the shore,	Suddenly,
In the blink of an eye,	In the house,	Nervously,
Later,	Down the stairs,	Curiously,
Recently,	Outside,	Joyfully,
In June,	Around the corner,	Frantically,
After dusk,	On the boat,	As fast as she could,

**Subordinate clauses**  
A **subordinate clause** is an extra clause added to a sentence to add detail.  
It can go before the main sentence or after. It must be separated from the main sentence with a comma. The clause will begin with a subordinating conjunction.  
**As the children ran home,** the snow fell and the ground became slippery underfoot.  
The snow fell and the ground became slippery underfoot, **as the children ran home.**

## Year Five

### Grammar and punctuation

Recap— Fronted adverbials add detail to a sentence and are always followed by a comma.

Direct speech should be open and closed with inverted commas and have a comma to separate the speech from the body of text.

### By the end of this year you will:

Use relative pronouns

Choose nouns or pronouns appropriately for clarity and cohesion between paragraphs.

Use commas for parenthesis to separate a main clause from a subordinate.

Use relative clauses & Embedded clauses and understand the difference between the two.

Understand and use modal verbs.

### Subordinate clauses

A **subordinate clause** is an extra clause added to a sentence to add detail.

It can go before the main sentence or after. It must be separated from the main sentence with a comma. The clause will begin with a subordinating conjunction.

**As the children ran home**, the snow fell and the ground became slippery underfoot.

The snow fell and the ground became slippery underfoot, **as the children ran home**.

### Subordinating and coordinating conjunctions.



### Relative clause

A **relative clause** is a specific type of embedded clause that adapts, describes, or modifies the main noun/subject of the sentence.

It may include a relative pronoun.

Mrs Harrison, **who enjoys eating cake**, travelled to school hungry.

The children, **who were running late to school**, barged past the chatting parents at the gate.

### Embedded clause

An **embedded clause** is an extra clause that is added into a sentence and is separated by a comma, dash or brackets.

The children ran, **above them thunder rumbled**, they needed to reach the house.



## Building cohesion within and across a paragraph

Fronted adverbials, pronouns and nouns allow us to show relationships between ideas and logically connect paragraphs. It signals how the reader should process the information and makes writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.

### Fronted adverbials

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry,

### Pronouns



### Modal verbs

Modal verbs show possibility.

- We **will** go to school.
- We **should** go to school.
- We **might** go to school.

**will would should could**  
**may can shall must might**  
**will would should could**  
**may can shall must might**  
**will would should could**

## Year Six

### Grammar and punctuation

**Recap**— A relative clause adds more detail about the subject of the sentence where as an embedded clause adds more general information or detail.

Embedded and relative clauses add extra information to a sentence and should be separated using commas, brackets or dashes.

### By the end of this year you will:

Use punctuation for parenthesis including: semi colon, dash, brackets and commas.

Use relative, embedded and subordinate clauses and understand the difference between the three.

Understand the perfect form of verbs.

Use a colon to introduce a list and correct comma use for separation.

Understand and use hyphens correctly.

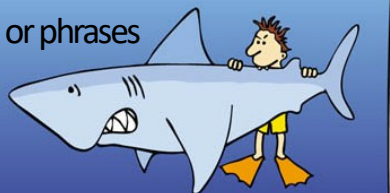
Understand and use subjunctive form.

Understand the subject, verb and object.

Understand and use formal and in formal english when writing.

### Hyphens

Hyphens are used to avoid confusion being caused by certain words or phrases



Man eating shark



man—eating shark

### Relative clause

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It may include a relative pronoun.

Mrs Harrison, **who enjoys eating cake**, travelled to school hungry.

The children, **who were running late to school**, barged past the chatting parents at the gate.

### Embedded clause

An **embedded clause** is an extra clause that is added into a sentence and is separated by a comma, dash or brackets.

The children ran, **above them thunder rumbled**, they needed to reach the house.

### Subordinate clauses

A **subordinate clause** is an extra clause added to a sentence to add detail.

It can go before the main sentence or after. It must be separated from the main sentence with a comma. The clause will begin with a subordinating conjunction.

**As the children ran home**, the snow fell and the ground became slippery underfoot.

## Colons

A colon is used to signal the start of a list.

Mrs Harrison enjoys eating: chocolate, crisps and almost all junk food.

## Subjunctive form

The subjunctive is specific verb form used to express when something is wished rather than an actual situation. It is often used to express a desirable situation.

If I were you, I wouldn't climb that

## Perfect form of verbs

Perfect verb tense is used to show an action that is complete and finished, or perfected.

**I had a delicious lunch.**

## Subject, verb and object

All sentences contain subjects and verbs and some also contain objects.

The subject is usually the thing or person who performs the action of the verb.

The object is the thing or person that is involved in the action of the verb, but does not carry it out.

**The man ate a cream cake.**

subject

verb

object

## Formal and informal English

Formal writing can be identified by its **serious, unemotional and impersonal tone**. Formal writing, often, uses more jargon, including technical or specialist words.

Formal writing often avoids using 'I' or 'you'. For example, 'The answers are believed to be correct' is more formal than writing 'I believe the answers are correct'.

Informal writing is different to formal writing as it is more reflective of a person's speaking voice and personality. Imagine you are talking to a friend.

Informal language is more casual and spontaneous than formal writing. It can also show the relationship between the writer and reader. For example, a writer is likely to write informally to close friends and family or when their audience is their own peer group.

Informal writing can use sentences, paragraphs, vocabulary, and punctuation much more freely for dramatic effect or simply to sound relaxed, chatty and friendly.

## Punctuation for parenthesis.

When we're writing, we can add extra words to a sentence to give more information or explanation. These extra bits are known as: fronted adverbials, subordinate, embedded or relative clauses. Brackets, dashes or commas (punctuation that we use to help us add those extra words) are sometimes called parentheses

Mrs Harrison, who is always happy, bounced into school.

The commas are used to show the relative clause.