

## Year 1 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Regular plurals where you only add s' or es' Trees/beaches	Write a simple sentence with a noun/pronoun.	<b>SIMPLE PRESENT PROGRESSIVE/CONTINUOUS TENSE</b> To write a sentence in simple present continuous/progressive tense (to be + ing), He is rushing, She is thinking, He is sitting	Use noun phrases:  Moon (just a noun) The moon (determiner + noun) Yellow moon (adjective+ noun) Yellow, glowing moon (adjective+ adjective + noun) The yellow moon (determiner + adjective + noun)	Use capital letters for proper nouns (people, places, days of week).	Orally devise alliteration A cool cat A sneaky snake
Suffixes of verbs, adding -ed and -ing	Write a simple sentence starting with a personal pronoun (I, he, she)	<b>SIMPLE PAST TENSE</b> Use a regular simple-past tense verb in a sentence: He walked to school. He worked in the classroom.	Use prepositions: Up, down, in, into, out, to, onto, under, inside, outside, above	Use capital letter for 'I'	Similes: As big as an elephant
Use the prefix of 'un' to create antonyms: Happy- unhappy Kind-unkind	Write a simple sentence starting with a proper noun.	Pronouns- I he she you	Simple adverbs of manner (how) to describe a verb, ending in 'ly'	Start sentence with a capital letter.	
Comparative and superlative adjectives, adding -er and -est to regular adjectives: fast-faster-fastest	To orally use simple co-ordinating conjunctions: and, but	Subject-verb agreement with I, you, we, he/she for the verbs: To do- I do, you do, we do, he/she does To be- I am, you are, we are, he/she is To have- I have, you have, we have, he/she has.	Use determiners: a, an, the, this, that, my, your, his, her, some, all,	Finish the sentence with a full stop.	
Simple adverbs ending in 'ly; (nicely, madly)	Write a compound sentence using the coordinating conjunction 'and'	To write sentences in: - First person (I, we) I am happy, - Second person (you) You are happy, - Third person (he, she) He is happy.	Choose a specific noun: 'Ferrari' rather than a general one 'car'.	Separate words with spaces.	
	Use connectives of sequence: first, second, then		To know a range of adjectives colour, size, age	Use capital letters for days of the week.	
	Write a sentence that includes an adjective: He has a red ball.			Use question marks. Know questions have answers.	
				Write a word or sentence with an exclamation mark	

Year 2 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Suffixes- adding 'ness' and 'er' to form a noun. Kind-kindness, teach-teacher	Write two simple sentences and joining them together with coordinating conjunctions 'and', 'but' or 'or' to create a compound sentence.	Use first, second and third person with subject-verb agreement. I do, you do, he/she does, they do I walk, you walk, he/she walks, they walk	Write expanded noun phrases:  The red balloon (determiner + adjective + noun) The cat in the basket (determiner + noun + prepositional phrase)	Ask a question and use a question mark. What, where, when, who, how	Developing similes using 'like' like hot chillies, cold like a glacier
Compound nouns- noun + noun (football) adjective + noun (whiteboard)	Write a statement that starts with a capital letter and finishes with a full stop.	<b>PRESENT SIMPLE TENSE</b> Showing subject-verb agreement: infinitive (add s to the third person) I like, he/she likes, we like, they like, you like.	Use the prepositional phrases behind, above, along, before, between, after- under the carpet, above the whiteboard	Write a sentence that ends in an exclamation mark.	Onomatopoeia
Suffixes- formation of adjectives by adding 'ful' care-careful	Write complex sentences using subordinating conjunctions 'because...' 'when, if, that, placing conjunction in middle of sentence, 'I bought a new car because my old one broke down.	<b>SIMPLE PAST TENSE (-ed)</b> He played at school.  Children recognise -ed words as past tense and know how and when to use in sentence.	Using determiners Most, some, all, many, much, more.	Use commas to separate items in a list. He had a bag, ball and carpet.	Poems using alliteration (verb + noun): dancing dandelions hiding hyenas.
Suffixes- formation of adjectives by adding -less' help- helpless	To write commands, using the imperative form of a verb: Give me that pen. Take that away.	<b>PRESENT CONTINUOUS/ PROGRESSIVE TENSE</b> 'to be + ing' I am playing He/she is playing They are playing  Children recognise -ing words as past progressive and know how and when to use in sentence.	Connectives of sequence and temporal connectives: next, last, an hour later.	Apostrophes of omission: he didn't, he couldn't	
Suffixes- forming comparative and superlative adjectives to compare two or more objects by doubling the final letter and adding 'er' and 'est', big- bigger- biggest		<b>PAST CONTINUOUS/ PROGRESSIVE TENSE</b> He was playing at school.	Up levelling sentences by replacing generic nouns to specific nouns, e.g dog to terrier to create different effects. These are then developed with adjectives and adverbs.	To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	
Adding -ly to make an adjective into an adverb: quick-quickly		Pronouns -I, he, she, we, they, it, you			

Year 3 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Formation of nouns using prefixes: auto- anti-super- under-	Compound sentences with co-ordinating conjunctions and, but, so, or, yet, for, nor	<p><b>PRESENT PERFECT TENSE</b> has/have + past participles</p> <p>She has gone to the shops, instead of she went to the shops</p> <p>You have a cool bag.</p>	Prepositions Next to, by the side of, in front of, during, though, throughout, because of, as a result	Inverted commas: Place the spoken word between inverted commas/ Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Pattern of three for persuasion fun, exciting, adventurous!
Word families for meaning, word class and spelling, solve, solution, solving, solved, solver, dissolved, soluble, insoluble.	Complex sentences using subordinating conjunctions until, although, even if, when, before, after, while, because <i>The conjunction is found in the middle of the sentence.</i>	<p><b>IRREGULAR PAST TENSE VERBS</b></p> <p>awake- awoke, blow-blew</p>	Expressing time, place and cause using prepositions, before, after, during, in, because of	Use a comma after the fronted adverbial phrase, prepositional phrase or adverb ending in 'ly	Exaggerated language Unbelievable, glorious etc
To make the plural for nouns ending in ch sh s x z by adding es		<p><b>PAST PERFECT TENSE</b></p> <p>had + past participle</p> <p>She had gone away.</p> <p>They had a terrible holiday.</p>	Expressing time, place and cause using adverbs: then, next, soon	<p>Qualifiers</p> <p>Enough, less, few, lots, of, none of, both, each, every, a few, neither, wither, several</p> <p>Difference between fewer (counted items like sweets) and less (non-countable item like water).</p>	Powerful/precise verbs Synonyms for verbs such as said, go.
To make plural for nouns with a single vowel ending in f or fe change the f to fe to -ves, (shelf-shelves) Noun plurals with a double vowel, ending in f just add s to make the plural chief- chiefs		Knowing when to use 'a' (preceding a consonant) and 'an'; (preceding a vowel or a word beginning with 'h')	Pronouns: Possessive adjectives my, your, his, her, its, ours, theirs		
Word families based on common words: fear, fearful, fears, fearfully		The difference between a phrase (group of words without subject +verb) and a clause (with a subject and verb).	Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.		
Homophones and their meanings: bear-bare, pear-pair			To identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence.		
			To know the difference between the subject and object with the personal pronoun		
			Identifying all the word classes of a simple sentence		

Year 4 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Plural nouns of words engine in 'o' : Knowing which words to add s to, which to add es to and which could take s or es Volcano- volcanoes	Write complex sentences. Start a sentence with -ing using a comma to demark the subordinate clause: Flying through the air, Harry crashed into a tree.	<b>PAST PERFECT TENSE</b> He had a lovely time at the party. They had a snowball fight.	Expanded noun phrases: Changing the teacher to the strict teacher <i>with</i> a grey beard.	Possessive apostrophes for regular singular and plural nouns	Repetition to persuade: Fun for now, fun for life!
Plurals for nouns ending with -y- change the y to an l and add ;ed; baby- babies	Write compound sentences using all the co-ordinating conjunctions.	Verbs- modal verbs could, would, should	Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in -ed	Using inverted comma where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letters and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words are said.	
Verbs ending in 'y' change the 'y' to an 'i' and add ed. Carry-carries	Drop in clause with a -ing verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side fo the subordinate clause.	Use determiners precisely- a/an, the, this, that, those, many, some, (numbers)	Prepositions- at, underneath, since, towards, beneath, beyond	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	
Compound nouns using a hyphen	Write a sentence with three actions and each clause separated by a comma or coordinating conjunction: He scabbled in the tree, reached precariously towards the leaf and plucked it free.	Use pronouns to avoid repetition and to build cohesion.	Know the difference between a proposition and an adverb		
Comparative and superlative adjectives change the y to an i and add either er or est happy- happier-happiest	Start a sentence with a preposition and a comma. Under the tree,	Informal and formal language	Change verbs to be more precise and have a better effect.		
Prefix to give the antonym -im, in, ir, il		Use possessive pronouns- mine, your, his/hers, theirs, ours.			
Adjectives ending in -ed frightened, scared					

Year 5 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Suffixes- converting nouns or adjectives into verbs using -ate, -ise or -ify	Write sentence with relative clauses starting with pronouns- who, which, that, whom, whose or an omitted relative pronoun	Indicate degrees of possibility with adverbs using perhaps, surely	Embellish simple sentences.	Brackets for parenthesis	Onomatopoeia
Verb prefixes Dis- de-re-mis-over	Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause.	Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing.	Developing technical language	Dashes for parenthesis	Personification
	Start a sentence with an expanded -ed clause: Frightened of the dark, Tom hid under his bed all night.	<b>FUTURE TENSE VERBS:</b> We will be... It is going to...	Temporal and Connectives of sequence to build cohesions: -exemplification -results -to summarise -to sequence	Commas for parenthesis	Rhetorical questions. They have an answer, but it is not to be given.
	Developing fronted prepositional phrases for greater effect: Throughout the stormy winter... Far beneath the frozen soil...		Editing sentences by either expanding or reducing for meaning and effect.	Speech in inverted commas, with speech tag before and after. New line , new speaker.	Metaphors
	Drop in -ed- clauses: Poor Tom, frightened by the fierce dragon, ran home.		Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)	Colons for playscript and to start a list.	
	Secure use of compound sentences. Know that this is made using two independent clauses.		Moving parts of a sentence around to create different effects.		

Year 6 Coverage

Making words	Writing sentences + Linking sentences	Tenses/accuracy	Building description	Punctuation	Figurative language
Synonyms- realising that when you find a synonym, the word means something slightly different- eg big and grand- grand can mean elaborate, £1000, decorative and big.	Combining compound and complex sentences	Modal verbs	Expanded noun phrases- The witch, who crashed her broom, is over there, feeling dazed. A whole sentence can be a noun phrase.	Semicolons to demarcate within a list.  Semicolons to mark boundary between clauses: It's raining; I'm fed up.	Alliteration
	Complex sentences and subordinate conjunctions	Auxiliary verbs	Fronted adverbials	Dashes to mark the boundary between clauses: It's raining – I'm fed up.	Similes
	Consolidating compound sentences and coordinating conjunctions	Tense (past, present, future)	Collective nouns Abstract nouns	Colon and bullet points for a list.  Colons to mark the boundary between clauses: It's sunny: I'm going out to play.	Metaphors
	Simple sentences and how to embellish them.	Imperative verbs	Determiners and generalisers	Hyphens for compound words to avoid ambiguity: man-eating shark, man eating shark	Personification
Antonyms- using prefixes	Connectives to signpost and create cohesion within a text: -order of sequence -temporal connectives -Additional ideas -Space and place -Contrasting -Exemplification -Results -To summarise	Pronouns (Relative, possessive, personal)		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.	Antonyms/synonyms to create different effects in sentences.
	Relative Clauses	Identify subject and object of a sentence The difference between passive and active sentences and when to use the passive.		Ellipses to create suspense and to show missing words in a quote.	Repetition for effect; suspense, persuasion and emphasis.
		Formal and informal 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...			Rhetorical questions