

National Curriculum Requirements by Year Group

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word					
<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, undoing, untie) 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by building compound nouns such as <i>whiteboard, superman</i> Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs 	<ul style="list-style-type: none"> Nouns – Proper, Abstract, Concrete, Compound and Collective. First Person Pronouns. Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (for example a rock, an open box). Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-). Root Word (e.g. helping, helped, helper) and identify which are Verbs and explain why. Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). 	<ul style="list-style-type: none"> Apostrophe of singular possession. The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g. ‘<i>We were</i>’ instead of ‘<i>We was</i>’). 	<ul style="list-style-type: none"> Adjectives Suffixes Converting nouns or adjectives into verbs using suffixes (e.g. –ate, –ise, –ify). Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>). 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal writing (e.g. <i>find out – discover, ask for – request, go in – enter</i>). How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).
Sentence					
<ul style="list-style-type: none"> How words can combine to make simple sentences Joining words and clauses using <i>and</i> 	<ul style="list-style-type: none"> Expanded noun phrases for description and specification (e.g. the blue butterfly; a small, pink flower) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command A simple sentence must include a verb and a noun Join two simple sentences to write compound sentences using coordinating conjunctions (and, or, but) Write complex sentences using subordinating conjunctions (if, so that, because) 	<ul style="list-style-type: none"> What is a main clause/what makes a simple sentence? (subject + verb) Expressing place with the use of prepositions (e.g. <i>before, after, during, in</i> etc). Coordination (and, but, or) – Compound sentences with coordinating conjunctions (for, nor, yet, so) Adverb using suffix ‘ly’ Expressing time with the use of adverbs (e.g. <i>then, next, soon, therefore</i> etc) Subordination (because, when, if, that) – what is a subordinate clause? (Relies upon information provided in the main clause about the subject and/or verb). 	<ul style="list-style-type: none"> Expanded Noun Phrases (determiner, adjective, noun). Noun Phrases expanded by the addition of nouns (e.g. <i>the strict maths teacher with curly hair</i>) Expressing place with the use of prepositions (e.g. <i>before, after, during, in</i> etc). Noun Phrases expanded by the addition of prepositions (e.g. <i>the boy on the bench</i>). Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) (conjunctions; if, so that, because, although, while, despite, since) 	<ul style="list-style-type: none"> Adverbs used to modify verbs. Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) Indicating degrees of possibility using modal verbs (e.g. <i>might, could, should, will, must</i>) Relative clauses beginning with who, which, where, when, whose or that. 	<ul style="list-style-type: none"> Identify subject and object within a sentence. Identify the use of the active voice within a sentence. Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window</i> contrasted with <i>the window was broken by me.</i>) Identify sentence structures typical of informal speech/writing (e.g. He’s your friend, isn’t he?) Use of the subjunctive forms (e.g. <i>If I were to go to the shops</i> or <i>Were they to help me</i>) in formal speech.

Gap Knowledge and Vocabulary Progression

		<ul style="list-style-type: none"> Expressing time and cause in complex sentences with subordinating conjunctions (time – until, while, before, after; cause – because, if, so that, since, although, despite). 	<ul style="list-style-type: none"> Adverbs with suffix 'ly' and adverbs of time. Fronted adverbs (e.g. <i>Slowly, the boy</i>) Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) 		
Text					
<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense (simple past using the past participle (e.g. <i>walk – walked, run – ran</i>) throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to introduce material. Headings and subheadings to aid presentation. Difference between Present Tense and Past Tense (Past Progressive). Use of the Present Perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>). 	<ul style="list-style-type: none"> Paragraphs Use of paragraphs to organise ideas around a theme. Pronouns – first person (I, me, my, mine, us, we), second person (you, your), third person (he, him, his, she, her, it, its, them, they, their) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, next, finally etc) *See additional resource – VGP Y5 Cohesive Devices* 	<ul style="list-style-type: none"> Link ideas across paragraphs with cohesive devices. Use of repletion to add cohesion. Punctuation and purpose of Fronted Adverbials. Fronted adverbials to show contrast or consequence (e.g. <i>on the other hand, in contrast, subsequently, consequently</i>) Ellipsis for effect Organisational features such as headings, subheadings, columns, bullet points or tables to structure a text.
punctuation					
<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for proper nouns and for the personal pronoun I 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list (link with expanded noun phrases) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) 	<ul style="list-style-type: none"> Statement, Command, Exclamation and Questions – punctuation suited to each sentence type. Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use of commas after fronted adverbs/adverbials. Singular apostrophe of possession. Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>). Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation with inverted commas). 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Use of a colon to introduce a list. Use of a semi-colon within lists. How dashes can be used to avoid ambiguity. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Punctuation of bullet points to list information.
Vocabulary					
<ul style="list-style-type: none"> letter capital letter word singular plural sentence 	<ul style="list-style-type: none"> noun noun phrase statement question exclamation command 	<ul style="list-style-type: none"> Proper Noun Abstract Noun Concrete Noun Compound Noun Proper nouns Abstract nouns 	<ul style="list-style-type: none"> apostrophe singular possession plural expanded noun phrase determiner adjective 	<ul style="list-style-type: none"> Adjectives Suffixes Nouns Verbs Prefix Adverbs 	<ul style="list-style-type: none"> Informal speech Formal speech Differences Synonyms antonyms Subject

Gap Knowledge and Vocabulary Progression

<ul style="list-style-type: none"> • punctuation • full stop • noun • verb • suffix • question mark • exclamation mark • simple sentence • conjunction • narrative • proper noun • personal pronoun 	<ul style="list-style-type: none"> • compound • suffix • adjective • adverb • verb • apostrophe • comma • compound sentence • complex sentence • simple sentence • main clause • noun • suffix • compound nouns • present tense • past tense • simple past • present progressive • past progressive • Subordinating conjunction • Past participle • Coordinating conjunction • Adjectives • Statement • Grammatical pattern • Adverbs • Apostrophe • Omission • Singular possession 	<ul style="list-style-type: none"> • Concrete nouns • Collective nouns • First person pronouns • Consonant • Vowel • Prefixes • Root words • Word Family • Common words • Main clause • Subject • Object • Verb • Noun • Prepositions • Coordinating conjunction • Compound sentence • Adverb • Subordinating conjunction • Statement • Command • Exclamation • Questions • Direct speech • subordinate clause • Complex sentence • Paragraphs • Headings • Subheadings • Present tense • Past tense • Past progressive • Present perfect • Simple past • Inverted commas 	<ul style="list-style-type: none"> • noun • Preposition • Prepositional phrases • Fronted adverbial phrase • First person pronouns • Second person pronoun • Third person pronoun • Cohesion • Fronted Adverb • Fronted Adverbial • Noun phrases • Subordinating clause • Comma • Subordinating conjunction • Adverbs • Comma • Apostrophe • Inverted commas • Reporting clause 	<ul style="list-style-type: none"> • Relative pronouns • Relative clauses • Cohesion • Time • Emphasis • Addition • Opposition • Reinforcement • Result • Cohesion • Explaining • Listing • Ambiguity • Brackets • Dashes • Parenthesis • Ambiguity • Subordinating clause • Relative clause • Comma 	<ul style="list-style-type: none"> • Object • Passive Voice • Active Voice • Subjunctive • Ellipsis • Bullet points • Colon • Semi-colon • Fronted adverbials • Contrast • Consequence • Time • Frequency • Place • Manner • Degree • Repletion • Headings • Subheadings • Columns • Tables • Independent clauses
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Gap Knowledge and Vocabulary Progression

Our Curriculum

The rest of this document sets out the knowledge children are expected to learn, in every National Curriculum year group in each term of the academic year. The vocabulary linked to the knowledge has also been identified. At the beginning of each lesson staff will recap prior learning to ensure pupils know more and remember more.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1					
<ol style="list-style-type: none"> 1. Recognise letters and capital letters, 2. Match lower case letters to upper case letters. 3. Full stops 4. Nouns (Identify nouns in a sentence) 5. Nouns (Identify nouns in a sentence) 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Join two simple sentences to write compound sentences using coordinating conjunction (and) understand that a simple sentence must contain a verb and a noun. 2. Join two simple sentences to write compound sentences using coordinating conjunction (or) understand that a simple sentence must contain a verb and a noun. 3. Join two simple sentences to write compound sentences using coordinating conjunction (but) understand that a simple sentence must contain a verb and a noun. 4. Formation of nouns using suffixes such as <i>-ness, -er</i> 5. Formation of nouns using by building compound nouns such as <i>whiteboard, superman</i> 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Nouns – Proper, Abstract, Concrete, Compound and Collective. 2. First Person Pronouns. 3. Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (for example a rock, an open box). 4. Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-). 5. Root Word (e.g. helping, helped, helper) and identify which are Verbs and explain why. 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Apostrophe of singular possession. 2. The grammatical difference between plural and possessive – s. 3. Standard English forms for verb inflections instead of local spoken forms (e.g. <i>'We were'</i> instead of <i>'We was'</i>). 4. Expanded Noun Phrases (determiner, adjective, noun). 5. Noun Phrases expanded by the addition of nouns (e.g. <i>the strict maths teacher with curly hair</i>) 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Adjectives - what is an adjective? How can adjectives be changed? How are adjectives used? 2. Suffixes recap previous learning from other years. 3. Converting nouns or adjectives into verbs using suffixes (<i>ate</i>). 4. Converting nouns or adjectives into verbs using suffixes (<i>ise, y</i>). 5. Converting nouns or adjectives into verbs using suffixes (<i>fy</i>). 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Vocabulary typical of informal speech 2. Vocabulary typical of Formal writing 3. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal writing (e.g. <i>find out – discover, ask for – request, go in – enter</i>). 4. Synonyms 5. Antonyms 6. SATs test
<ul style="list-style-type: none"> • letter • capital letter • punctuation • word • noun • sentence 	<ul style="list-style-type: none"> • compound sentence • complex sentence • simple sentence • main clause • noun • suffix • compound nouns 	<ul style="list-style-type: none"> • Proper nouns • Abstract nouns • Concrete nouns • Compound nouns • Collective nouns • First person pronouns • Consonant • Vowel • Prefixes • Root words • verbs 	<ul style="list-style-type: none"> • apostrophe • singular possession • plural • possessive • expanded noun phrase • determiner • adjective • noun 	<ul style="list-style-type: none"> • Adjectives • Suffixes • Nouns • Verbs 	<ul style="list-style-type: none"> • Informal speech • Formal speech • Differences • Synonyms • antonyms

Gap Knowledge and Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2					
<ol style="list-style-type: none"> 1. Nouns including plural noun suffixes 's' 2. Nouns including plural noun suffixes 'es' 3. Verbs (identify the verb in a sentence) 4. Verbs including the suffix, ed and er 5. Verbs including the suffix 'ing' 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Expanded noun phrases for description and specification (e.g. the blue butterfly; a small, pink flower) 2. Commas in a list (expanded noun phrases – big, beautiful butterfly) 3. Present tense, past tense, simple past 4. Verbs - present progressive 5. Verbs – past progressive 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). 2. What is a main clause/what makes a simple sentence? (subject + verb as oppose to noun and verb) 3. Expressing place with the use of prepositions (e.g. <i>before, after, during, in</i> etc). 4. Revise Coordination (and, but, or) 5. Compound sentences with coordinating conjunction (for) 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Expressing place with the use of prepositions (e.g. <i>before, after, during, in</i> etc). 2. Noun Phrases expanded by the addition of prepositions (e.g. <i>the boy on the bench</i>). 3. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions if, so that, because 4. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions although, while, despite, since 5. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions if, so that, because although, while, despite, since 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Verb prefixes (<i>dis</i>) 2. Verb prefixes (<i>de</i>). 3. Verb prefixes (<i>mis</i>). 4. Verb prefixes (<i>over</i>). 5. Verb prefixes (<i>re</i>). 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Identify subject and object within a sentence. 2. Identify the use of the active voice within a sentence. 3. Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window</i> contrasted with <i>the window was broken by me.</i>) 4. Passive or active? 5. Identify sentence structures typical of informal speech/writing (e.g. He's your friend, isn't he?) 6. SATs test
<ul style="list-style-type: none"> • Noun • Verb • Suffix • Plural • punctuation 	<ul style="list-style-type: none"> • noun phrase • suffix • compound nouns • comma • present tense • past tense • simple past • present progressive • past progressive 	<ul style="list-style-type: none"> • Word families • Common words • Main clause • Subject • Object • Verb • Noun • Prepositions • Coordinating conjunction • Compound sentence 	<ul style="list-style-type: none"> • Prepositions • Noun phrases • Prepositional phrase • Subordinating clause • Comma • Subordinating conjunction 	<ul style="list-style-type: none"> • Verb • Prefix 	<ul style="list-style-type: none"> • Subject • Object • Active voice • Passive voice • Informal speech • Formal speech

Gap Knowledge and Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1					
<ol style="list-style-type: none"> 1. Verbs including the suffix un and how it changes the meaning of the verb 2. Verbs including the suffix en and how it changes the meaning of the verb 3. Write a simple sentence containing a verb and a noun ensure separation of words with spaces, explain capital letter and full stop. 4. Write a simple sentence containing a verb and a noun ensure separation of words with spaces, explain capital letter and full stop. 5. Sequencing sentences to form short narratives 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Write complex sentences using subordinating conjunction (because) 2. Write complex sentences using subordinating conjunction (that) 3. Write complex sentences using subordinating conjunction (so) 4. Write complex sentences using subordinating conjunction (if) 5. Correct choice and consistent use of present tense and past tense (simple past using the past participle (e.g. walk - walked, run - ran) throughout writing 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Compound sentences with coordinating conjunction (nor) 2. Compound sentences with coordinating conjunction (yet) 3. Compound sentences with coordinating conjunction (so) 4. Adverb using suffix 'ly' 5. Expressing time with the use of adverbs (e.g. <i>then, next, soon, therefore</i> etc) 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Adverbs with suffix 'ly' and adverbs of time. 2. Fronted adverbs (e.g. <i>Slowly</i>, the boy) 3. Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) 4. Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) 5. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions although, while, despite, since 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Adverbs used to modify verbs. 2. Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) 3. Indicating degrees of possibility using modal verbs (e.g. <i>might, could, should, will, must</i>) 4. Relative clauses beginning with who, which, where, when, whose or that. 5. Relative clauses beginning with who, which, where, when, whose or that. 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Punctuation and purpose of Fronted Adverbials – children to explain the different types of fronted adverbials (time, frequency, place, manner, degree) and give examples. Children to explain when they might be used. 2. Fronted adverbials to show contrast or consequence (e.g. <i>on the other hand, in contrast</i>) 3. Fronted adverbials to show contrast or consequence (e.g. <i>subsequently, consequently</i>) 4. Use of the subjunctive forms (e.g. <i>If I were to go to the shops or Were they to help me</i>) in formal speech. 5. Use of the subjunctive forms (e.g. <i>If I were to go to the shops or Were they to help me</i>) in formal speech. 6. SATs test.
<ul style="list-style-type: none"> • Verb • Suffix • noun • Simple sentence • capital letter • word • full stop • punctuation 	<ul style="list-style-type: none"> • Complex sentence • Subordinating clause • Main clause • Subordinating conjunction • Present tense • Past tense • Past participle 	<ul style="list-style-type: none"> • Subject • Object • Verb • Noun • Coordinating conjunction • Main clause • Compound sentence • Adverb 	<ul style="list-style-type: none"> • Adverbs • Fronted adverbs • Fronted adverbial phrases • Comma • Subordinating clause • Subordinating conjunction 	<ul style="list-style-type: none"> • Adverbs • Verbs • Modal verbs • Relative clauses • Relative pronouns 	<ul style="list-style-type: none"> • Subjunctive • Formal speech • Fronted adverbials • Contrast • Consequence • Time • Frequency • Place • Manner • Degree

Gap Knowledge and Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2					
<ol style="list-style-type: none"> 1. Joining simple sentences using 'and' 2. Joining simple sentences using 'and' 3. Sequencing sentences to form short narratives 4. Question marks 5. Exclamation marks 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Join two simple sentences to write compound sentences using coordinating conjunctions (and, but, or) understand that a simple sentence must contain a verb and a noun. 2. Formation of adjectives using suffixes such as <i>-ful, -less</i> 3. Write complex sentences using subordinating conjunctions (because, that, so, if) 4. Verb tense (present tense, past tense, simple past, past progressive, present progressive) 5. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Subordination (when) 2. Subordination (because, when, if, that) – what is a subordinate clause? (Relies upon information provided in the main clause about the subject and/or verb). 3. Expressing time in complex sentences with subordinating conjunctions until, while 4. Expressing time in complex sentences with subordinating conjunctions before, after 5. Expressing cause in complex sentences with subordinating conjunctions because, if. 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) 2. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions although, while, despite, since 3. Paragraphs 4. Use of paragraphs to organise ideas around a theme. 5. Use of paragraphs to organise ideas around a theme. 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Creating cohesion using time (just then, meanwhile, later, after) 2. Creating cohesion using emphasis and addition (furthermore, in addition, also) 3. Creating cohesion using opposition (however, nevertheless, on the other hand, instead, in contrast, looking at it another way). 4. Creating cohesion using reinforcement (besides, anyway, after all). 5. Creating cohesion indicating result (therefore, consequently, as a result) 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Link ideas across paragraphs with cohesive devices (Recap Y5 Learning) 2. Use of repletion to add cohesion 3. Ellipsis for effect 4. Organisational features such as headings, subheadings, columns, to structure a text. 5. Organisational features such as bullet points or tables to structure a text. 6. SATs test
<ul style="list-style-type: none"> • Conjunction • narrative • simple sentence • punctuation • full stop • capital letter • question mark • exclamation mark 	<ul style="list-style-type: none"> • Compound sentence • Coordinating conjunction • Simple sentence • Verb • Noun • Main clause • Complex sentence • Adjectives • Suffix • Subordinating conjunction • Present tense • Simple past • Past progressive • Present progressive • Statement • Question • Exclamation • Command • Grammatical pattern 	<ul style="list-style-type: none"> • Subject • Object • Verb • Noun • subordinating conjunction • subordinate clause • Main clause • Complex sentence 	<ul style="list-style-type: none"> • Adverbs • Fronted adverbs • Fronted adverbial phrases • Comma • Subordinating clause • Subordinating conjunction • Paragraphs 	<ul style="list-style-type: none"> • Cohesion • Time • Emphasis • Addition • Opposition • Reinforcement • Result 	<ul style="list-style-type: none"> • Cohesion • Time • Emphasis • Addition • Opposition • Reinforcement • Result • Repletion • Ellipsis • Headings • Subheadings • Columns • Bullet points • Tables

Gap Knowledge and Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1					
<ol style="list-style-type: none"> Write a simple sentence containing a verb and a noun ensure separation of words with spaces, explain capital letter and full stop. Joining simple sentences using 'and' Sequencing sentences to form short narratives Exclamation marks Capital letters for proper nouns and for the personal pronoun I Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> Join two simple sentences to write compound sentences using coordinating conjunctions (and, but, or) understand that a simple sentence must contain a verb and a noun. Write complex sentences using subordinating conjunctions (because, that, so, if) Verb tense (present tense, past tense, simple past, past progressive, present progressive) Use of the suffixes -er, -est in adjectives use of -ly to turn adjectives into adverbs Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> Expressing cause in complex sentences with subordinating conjunctions because, if. Expressing cause in complex sentences with subordinating conjunctions so that, since. Expressing cause in complex sentences with subordinating conjunctions although, despite. Introduction to paragraphs as a way to introduce material. Headings and subheadings to aid presentation. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions although, while, despite, since Pronouns – first person (I, me, my, mine, us, we) second person (you, your), third person (he, him, his, she, her, it, its, them, they, their) Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> Creating cohesion using explaining (for example, in other words, that is to say) Creating cohesion using listing (first of all, finally) Use of commas to clarify meaning or avoid ambiguity (Recap writing a list) Use of commas to clarify meaning or avoid ambiguity (adding extra information) Use of commas to clarify meaning or avoid ambiguity (making the meaning clear e.g. Let's eat Callum! This means we're actually going to eat Callum! Compare it with this: Let's eat, Callum! A comma is used correctly after eat, so this means we're eating with Callum) Assess learning weeks 1-5 	<ol style="list-style-type: none"> Use of a colon to introduce a list Use of a semi-colon within lists. How dashes can be used to avoid ambiguity. Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Punctuation of bullet points to list information. Assess learning weeks 1-5
<ul style="list-style-type: none"> letter capital letter word verb noun Conjunction narrative simple sentence punctuation full stop capital letter question mark exclamation mark proper nouns personal pronoun 	<ul style="list-style-type: none"> Simple sentence Main clause Compound sentence Coordinating conjunction Verb Noun Complex sentence Main clause Subordinating conjunctions Present tense Past tense Simple past Past progressive Present progressive Suffixes Adjectives Adverbs 	<ul style="list-style-type: none"> Subject Object Verb Noun subordinating conjunction subordinate clause Main clause Complex sentence Paragraphs Headings Subheadings 	<ul style="list-style-type: none"> Adverbs Fronted adverbs Fronted adverbial phrases Comma Subordinating clause Subordinating conjunction First person pronouns Second person pronouns Third person pronouns 	<ul style="list-style-type: none"> Cohesion Explaining Listing Ambiguity 	<ul style="list-style-type: none"> Colon Semi colon Dashes Ambiguity Independent clauses Bullet points

Gap Knowledge and Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2					
<ol style="list-style-type: none"> 1. Write a simple sentence containing a verb and a noun ensure separation of words with spaces, explain capital letter and fullstop. 2. Joining simple sentences using 'and' 3. Joining simple sentences using 'and' 4. Sequencing sentences to form short narratives that include a question mark and an exclamation mark. 5. Sequencing sentences to form short narratives that include a question mark and an exclamation mark. 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Join two simple sentences to write compound sentences using coordinating conjunctions (and, but, or) understand that a simple sentence must contain a verb and a noun. 2. Write complex sentences using subordinating conjunctions (because, that, so, if) 3. Verb tense (present tense, past tense, simple past, past progressive, present progressive) 4. Apostrophes to mark where letters are missing in spelling 5. Apostrophes to mark singular possession in nouns (e.g. the girl's name) 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Difference between Present Tense and Past Tense (Past Progressive). 2. Use of the Present Perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) 3. Statement, Command, Exclamation and Questions – punctuation suited to each sentence type. 4. Introduction to inverted commas to punctuate direct speech. 5. Introduction to inverted commas to punctuate direct speech. 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Fronted adverbial phrases to express When? Where? How? and How much? (e.g. <i>Later that day, I heard the bad news; At the top of a hill, a tall tree grew; As quickly as possible, the girl unwrapped her present; With all of his might, the boy grabbed the turnip.</i>) 2. Vary the position of the subordinate clause within a sentence for effect using a comma after the opening subordinate clause (e.g. <i>Because it was his birthday, the boy was able to stay up later than usual.</i>) using conjunctions using conjunctions although, while, despite, since 3. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 4. Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>). 5. Use of inverted commas and other punctuation (!, ? .) to indicate direct speech (a comma after the reporting clause; end punctuation with inverted commas). 6. Assess learning weeks 1 - 5 	<ol style="list-style-type: none"> 1. Use of commas to clarify meaning or avoid ambiguity (subordinating clause) 2. What is parenthesis? How is it different / similar to a relative clause? Identify which is parenthesis and which is a relative clause. 3. Brackets to indicate parenthesis 4. Dashes to indicate parenthesis. 5. Commas to indicate parenthesis 6. Assess learning weeks 1-5 	<ol style="list-style-type: none"> 1. Recap lessons according to need for writing. 2. Recap lessons according to need for writing. 3. Recap lessons according to need for writing. 4. Recap lessons according to need for writing. 5. Recap lessons according to need for writing. 6. Recap lessons according to need for writing.
<ul style="list-style-type: none"> • letter • capital letter • word • verb • noun • Conjunction • narrative • simple sentence • punctuation • full stop • capital letter • question mark • exclamation mark 	<ul style="list-style-type: none"> • Simple sentence • Main clause • Compound sentence • Coordinating conjunction • Verb • Noun • Complex sentence • Main clause • Subordinating conjunctions • Present tense • Past tense • Simple past • Past progressive • Present progressive • Apostrophe • Omission • Singular possession 	<ul style="list-style-type: none"> • Present tense • Past tense • Past progressive • Present perfect • Simple past • Statement • Command • Exclamation • Question • Inverted commas • Direct speech 	<ul style="list-style-type: none"> • Adverbs • Fronted adverbs • Fronted adverbial phrases • Comma • Subordinating clause • Subordinating conjunction • Apostrophe • Plural • Inverted commas • Reporting clause 	<ul style="list-style-type: none"> • Comma • Ambiguity • Subordinating clause • Parenthesis • Relative clause • Brackets • Dashes • Comma 	<ul style="list-style-type: none"> • See lesson plans