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| **Grammar coverage** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Dreams of Freedom**Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- formal and informal vocabulary choicesThe difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writingWish – if I were…Command, suggest demand – Irecommend that…Use of the passive to affect the presentation of information in asentenceThe use of question tags in informal speechRecap of ellipsis for cohesionColon to introduce a listSemi-colons for more elaborate listsUse range of punctuation taught at KS2 to punctuate a series of sentences | **Shackleton’s Journey**Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writing – formal toneUse of the passive to affect the presentation of information in a sentenceLinking ideas within and across paragraphs using a wider range of cohesive devices – adverbialsUse headings and sub-headings to structure textUse commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesisUsing semi-colons as boundaries betweenindependent clauses | **Rose Blanche**Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writeThe difference between structures typical ofinformal speech and structures appropriate to formal - use of question tags in informal speechLinking ideas within and across paragraphs using a wider range ofcohesive devices – adverbialsColons to introduce a list and semi-colons for more elaborate listsUse commas, brackets and dashes for parenthesisSemi-colon to separate two main clauses | **The Origin of the Species** Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writingThe difference between structures typical ofinformal speech and structures appropriate to formalLinking ideas within and across paragraphs using a wider range of cohesive devicesUse headings and sub-headings to structureinformationUse dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speechpunctuation | **Hansel and Gretel**Understand how words are related by meaning as synonyms and antonymsThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writing – formal toneThe difference between structures typical ofinformal speech and structures appropriate to formal speech in writing –the use of the subjunctiveform in some very formal speech and writing. Wish – if I were…Linking ideas within and across paragraphs using a wider range of cohesive devices – pronounsUse the semi-colon as the boundary betweenindependent clausesHyphens are used to clarify meaning and avoid ambiguity | **Wolves** Understand how words are related by meaning as synonyms andAntonymsThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use ofnouns, verbs and adjectives to add to formal toneUse of the passive to affect the presentation of information in a sentenceThe use of question tags in informal speechLinking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonymsUse of headings, sub-headings and bullets tostructure textsColon to introduce a list and semi-colons for moreelaborate listsUse commas to punctuate relative clausesSpeech punctuationUse the semi-colon as the boundary betweenindependent clausesPunctuation of bullet pointsHyphens used to avoid ambiguity |
| **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…* | **Similes** | **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** |
| **Colon and bullet points** for a list | **Hyphens for compound words** to avoid ambiguity:*man eating shark* or *man-eating shark* | **Personification** | The difference between **passive and active** sentence and when to use the passive | **Imperative verb** |  |
| Expanded **noun phrases:** *The witch, who crashed her broom, is over there, feeling dazed.* A whole sentence can be a noun phrase | **Repetition for effect:**persuasion, suspense, emphasis | **Alliteration** | 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 | 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
 | **Metaphors** | **Collective Nouns** | **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 | **Abstract Nouns** | Combining **complex and compound clauses** to create a sentence  | **Pronouns: relative and possessive** |
| **Fronted adverbials** | **Colons** to mark the boundary between clauses: *It’s sunny: I’m going out to play.* | **Ellipses** to create suspenseand to show missing words in a quote | Identify the **subject and object** of the sentence | **Determiners and generalisers** | **Relative clauses** |
| **Antonyms**to create different effects in sentences | **Semicolons**to mark the boundary between clauses: *It’s raining; I’m fed up* | **Antonyms**to create different effects in sentences | **Modal verbs** |  |  |
| **Alan Peat Sentence types**Alan Peat Sentence Types- Previously taught in other Year groupsRevise and embed all previous types: Use but, so ,yet and or (boys sentence)Begin sentence with –ly word (-ly sentence)Write sentence which contains 2 nouns, with 2 adjectives per noun (2a sentence)Begin a sentence with an emotive word, followed by a comma (emotion word (comma) sentence)Write sentence which begins with related words/phrases (adjectives are the easiest) which finishes with a related question (choice – question? Sentence)Write sentence which contains 1 –ed word at the beginning (-ed opener)Introduce (the more, the more sentences)Introduce adjective, same adjective sentences)De:de sentencesdrop in sentences2 pair sentencesSome: others sentencesWrite sentence which contains 1 if phrase (if then sentence)Outside (inside) sentencesImage three examples: sentences3 bad – question sentences |
| **Spelling to be taught** |
| 1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /i/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix ‘-over’ to verbs.
14. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’
17. Spelling Rules: Words with a ‘soft c’ spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.
23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.
24. Spelling Rules: Words with the common letter string ’acc’ at the beginning of words.
25. Spelling Rules: Words ending in ’-ably.’
26. Spelling Rules: Words ending in ’-ible’
27. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb.
28. Spelling Rules: Changing ‘-ent’ to ‘–ence.’
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary
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