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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 antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- formal and informal vocabulary choices  The 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 writing  Wish – if I were…  Command, suggest demand – I  recommend that…  Use of the passive to affect the presentation of information in a  sentence  The use of question tags in informal speech  Recap of ellipsis for cohesion  Colon to introduce a list  Semi-colons for more elaborate lists  Use 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 antonyms  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and writing – formal tone  Use of the passive to affect the presentation of information in a sentence  Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials  Use headings and sub-headings to structure text  Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis  Using semi-colons as boundaries between  independent clauses | **Rose Blanche**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and write  The difference between structures typical of  informal speech and structures appropriate to formal - use of question tags in informal speech  Linking ideas within and across paragraphs using a wider range of  cohesive devices – adverbials  Colons to introduce a list and semi-colons for more elaborate lists  Use commas, brackets and dashes for parenthesis  Semi-colon to separate two main clauses | **The Origin of the Species**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and writing  The difference between structures typical of  informal speech and structures appropriate to formal  Linking ideas within and across paragraphs using a wider range of cohesive devices  Use headings and sub-headings to structure  information  Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech  punctuation | **Hansel and Gretel**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and writing – formal tone  The 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 writing. Wish – if I were…  Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns  Use the semi-colon as the boundary between  independent clauses  Hyphens are used to clarify meaning and avoid ambiguity | **Wolves**  Understand how words are related by meaning as synonyms and  Antonyms  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of  nouns, verbs and adjectives to add to formal tone  Use of the passive to affect the presentation of information in a sentence  The use of question tags in informal speech  Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms  Use of headings, sub-headings and bullets to  structure texts  Colon to introduce a list and semi-colons for more  elaborate lists  Use commas to punctuate relative clauses  Speech punctuation  Use the semi-colon as the boundary between  independent clauses  Punctuation of bullet points  Hyphens 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 suspense  and 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 groups  Revise 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 sentences  drop in sentences  2 pair sentences  Some: others sentences  Write sentence which contains 1 if phrase (if then sentence)  Outside (inside) sentences  Image three examples: sentences  3 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 | | | | | |