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| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Bog Baby**  Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command  Correct choice and consistent use of past and present tense throughout writing  Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)  **Coverage as part of unit but not necessarily as explicit grammar lesson** | **A River**  Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives  Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification  Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in | **The Night Gardner**  Build on previous year & focus on: Use of the suffix –ly to turn adjectives into adverbs  Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command. Expanded Noun Phrases for description and specification  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list | | **Grandad’s Island**  Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs  Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification  Correct choice and consistent use of past and present tense throughout writing  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns | **The King Who Banned the Dark**  Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list | **Rosie Revere**  Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs  Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list |
| Write a statement that starts with a capital letter and finishes with a full stop | Subordinate conjunctions to create a complex sentence:  *when*  *if*  *that*  *because* | Similes using “like”:  *…like hot chilies…*  *…cold like a glacier* | | Compound nouns:  noun + noun (*football*)  adjective + noun  (*whiteboard*) | Onomatopoeia | Use past continuous (progressive) tense  *He was playing at school.* |
| Write a sentence that ends  with an exclamation mark | Write expanded noun phrases:  determiner + adjective + noun (*the red balloon*) | Write expanded noun phrases:  determiner + noun + prepositional phrase  (*the cat in the basket*) | | Alliteration (verb + noun):  *dancing dandelions*  *hiding hyenas* | Suffixes −  adding “-ness” and “-er” to form a noun: *kind − kindness*  *teach – teacher* | Using determiners/generalisers:  *most*  *some*  *all*  *many*  *much*  *more* |
| Ask a question and use a question mark | Form simple past tense by adding “-ed”:  *He played at school* | Move from generic nouns to specific nouns, eg, “*dog”* to “*terrier”* | | Suffixes −  forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”:  *big – bigger – biggest* | Suffixes −  formation of adjectives by adding “-less”:  *help − helpless* | Onomatopoeia |
| Coordinating conjunctions to create a compound sentence:  *or*  *and*  *but* | Adding “-ly” to an adjective to make an adverb:  *quick − quickly* | Use simple present tense, showing subject-verb agreement:  **Infinitive (add “s” to the third person)**  *I like*  *he/she likes*  *we like*  *they like*  *you like* | | To put spoken words (found in a speech bubble) into inverted commas,  starting with a capital letter. | Use first, second and third person with subject-verb agreement | Revisit  Command, using the imperative form of a verb:  *give…*  *take…* |
| Use present continuous tense:  **“to be” + “-ing”**  *I am playing*  *he/she is playing*  *they are playing* | Using commas to separate lists:  *He had a bag, ball and carpet.* | Use the prepositional phrases:  *behind, above, along, before, between, after* | | Apostrophes of omission:  *he didn’t*  *he couldn’t* | Revisit  Suffixes −  formation of adjectives by adding “-ful”:  *care − careful* |  |
| Suffixes −  formation of adjectives by adding “-ful”:  *care − careful* | Temporal connectives:  *next, last, an hour later* | Using commas to separate lists:  *He had a bag, ball and carpet.* | |  |  |  |
| Command, using the imperative form of a verb:  *give…*  *take…* |  |  | | *.* |  |  |
| ***Alan Peat Sentence Types- Previously taught in other Year groups***  Build on Year 1   * be able to use but and so in a sentence spoken verbally * to write a sentence that ends with 1 adverb * to write sentence which contains 2 adjectives separated by and (2A sentence)   and:   * to write sentence that begins with an –ing word, followed by a comma (-ing opener) * To use emotive words in a sentence | | | | | | |
| **Spelling** | | | **Sentence/grammar lessons** | | | |
| **Suffixes**  Adding “-less”  Adding “-ful”  Adding “-ness” and “-er” to make a noun  Doubling the final letter for an adjective and adding “-er” and “-est”  **Compound nouns**  Noun + noun = compound noun  Adjective + noun = compound noun  **Adding “-ly”**  Making an adjective into an adverb  **Conjunctions**  *or, and, but, when, because, if, that*  **Prepositions**  *behind, above, along, before, between, after*  **Generalisers/determiners**  *most, much, more, many, some, all*  **Verbs**  “-ed” and “-ing” verbs  Imperative verbs, such as: *take, give, cut*  **Time connectives**  *next, last, later*  **Pronouns**  *I, he, she, we, they, it, you*  **Questions**  *what, where, when, who, how*  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | To recognise verbs with the suffixes “-ed” and “-ing” and how to use these in a sentence  To identify imperative verbs and use these in a command − *Give me that pen.*  Subject-verb agreement of the simple present (*I like, she likes*),adding a “-s” to the third person  To learn how and when to use the present continuous − *I am sitting on the carpet.*  To write comparative and superlative adjectives in a sentence to show whether two or more objects are being compared:  − *The building was big, but the Houses of Parliament were bigger*.  − *Tom* *was the tallest boy in his class.*  Write a statement of fact with a capital letter and full stop  Write a question starting with “what”, “where”, “when”, “who” or “how” and a capital letter, finishing with a question mark  Write a short sentence with an exclamation mark  Poems using alliteration to describe either a picture or a painting.  Inverted commas: put the spoken word into inverted commas and start with a capital letter.  Expanding noun phrases to include an adjective and a prepositional phrase. *− The red ball under the table*  Onomatopoeia: use pictures to create words and add an exclamation mark. − *Ouch!*  Prepositional phrases *– under the carpet…, above the whiteboard…*  Time connectives – *next, last, later*  Developing similes using the word “like”  Up-levelling sentences by replacing a generic noun with a specific noun to create different effects. This can then be developed with adding an adjective and adverb  Commas to separate lists  Alliteration: verb + noun − *dancing dolphins*  Apostrophes of omission  Write two simple sentences and join them together with “and”, “but” or “or”  Write a complex sentence using “because”, “when”, “it” or “that”,placing the conjunction in the middle of the sentence − *I bought a new car because my old one broke down.* | | | |
| **Spelling Patterns** | | | | | | |
| 1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds. 2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’ 3. The /j/ sound spelled with a g. 4. The /s/ sound spelled c before e, i and y. 5. The /n/ sound spelled kn and gn at the beginning of words. 6. Challenge Words 7. The /r/ sound spelled ’wr’ at the beginning of words. 8. The /l/ or /ul/ sound spelled ’-le’ at the end of words. 9. The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. 10. The /l/ or /ul/ sound spelled ‘-al’ at the end of words. 11. Words ending in ’-il.’ 12. Challenge Words 13. The long vowel ‘i’ spelled with a y at the end of words. 14. Adding ‘-es’ to nouns and verbs ending in ‘y.’ 15. Adding ‘-ed’ to words ending in y. The y is changed to an i. 16. Adding ‘-er’ to words ending in y. The y is changed to an i. 17. Adding ‘ing’ to words ending in ‘e’ with a consonant before it. 18. Challenge Words 19. Adding ‘er’ to words ending in ‘e’ with a consonant before it. 20. Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 21. Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 22. The ‘or’ sound spelled ’a’ before ll and ll 23. The short vowel sound ‘o.’ 24. Challenge Words 25. The /ee/ sound spelled ‘–ey’ 26. Words with the spelling ‘a’ after w and qu. 27. The /er/ and /or/ sound spelled with or or ar. 28. The /z/ sound spelled s. 29. The suffixes ‘-ment’ and ‘-ness’ 30. The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words. 31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings 32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 33. Words ending in ‘-tion.’ 34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. 35. The possessive apostrophe (singular) 36. Challenge Words   Plus the common exception words – see Spelling Shed | | | | | | |