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| **Grammar coverage** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** |
| **The Whale**  Verb inflections we were instead of we was  Noun phrases expanded by the addition of modifying adjectives, nouns and  prepositions  Fronted adverbials  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a them  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials | **Leaf**  Grammatical difference between plural and possessive –s  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials  Paragraphs to organise ideas around a theme  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | **Arthur and the Golden Rope**  Grammatical difference between plural and possessive –s  Noun phrases expanded by the addition of modifying adjectives, nouns and  prepositions  Fronted adverbials  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a them  Apostrophes for possession (plural nouns | | **The Lost Happy Endings**  Grammatical difference between plural  and possessive –s  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials  Nouns or pronouns to aid cohesion and avoid repetition  Inverted commas and other punctuation to indicate direct speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | **Manfish**  Verb inflections (we were instead of we was  Fronted adverbials  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around them  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials |
| Capital letters for **proper nouns**:  names, places, days of the week, months, titles and languages | **Possessive apostrophes** for regular singular and plural nouns | **Informal and formal language** | | **Repetition to persuade:**  *Fun for now, fun for life* | **Compound nouns** using hyphens |
| Using either a **pronoun** or the noun in sentences for cohesion and to avoid repetition | **Verbs −**  Modal verbs: *could, should, would* | Know the difference between a preposition and an adverb | | **Powerful verbs**  Find synonyms of words to up-level sentences and give a greater effect | **Prefixes** to give the antonym:  “im-”, “in-”, “ir-”, “il-” |
| **Prepositions:**  *at, underneath, since, towards, beneath, beyond* | **Expanded noun phrases:**  Changing *The teacher* to  *The strict English teacher with the grey beard* | A sentence that gives three actions:  *Tom slammed the door, threw his books on the floor and slumped to the ground.* | | **Comparative and superlative adjectives:**  Change the “y” to an “i” and add either “-er” or “-est”  *happy – happier − happiest* | **Verbs −**  Past perfect continuous:  ***“had” + past participle + “-ing”*** |
| **Expanded noun phrases:**  Changing *The teacher* to  *The strict English teacher with the grey beard* | **Plural nouns** of words ending in “o”:  Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es” | **Compound sentences** using all the co-ordinating conjunctions | | **Specific determiners:**  *their, whose, this, that,*  *these, those, which* | **Using inverted commas** where the speech is preceded by the speaker:  *Mary yelled, “Sit down!”* |
| **Fronted adverbials** followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” | **Verbs** ending in “y”: change the “y” to an “i” and add “-es”  *carry − carries* | **Plurals** for nouns ending with a “y”: change the “y” to an “i” and add “-es”  *baby − babies* | | **Drop-in clause with an “-ing” verb:**  *Tom, smiling secretly, hid the magic potion book.*  Place a comma on either side of the subordinate clause. | Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said. |
| **Adjectives** ending in “-ed”: *frightened, scared*, etc | **Starting a sentence with “-ing”**, using a comma to demarcate the subordinate clause:  *Flying through the air, Harry crashed into a hidden tree* | **Possessive pronouns:**  *yours, mine, theirs*  *ours, hers, his, its* | |  |  |
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| **Alan Peat Sentence types**  **Build on Year 3:**   * 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) * Use more interesting –ing words than in Year 2 sentences * Begin a sentence with an emotive word, followed by a comma (emotion word (comma) sentence) * Wrtite 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)   And then:   * Revise and embed all previous types * De:de sentences * Introduce drop in sentences * Introduce 2 pair sentences * Some: others sentences * Write sentence which contains 1 if phrase (if then sentence) | | | | | |
| **Spelling** | | | **Sentence/ grammar lessons** | | |
| Plural nouns of words ending in “o”  Specific determiners  Synonyms for verbs  Progressive/continuous verbs  Modal verbs  Proper nouns – names of people, places, titles, languages, months and days  Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-”  Adjectives ending in “-ed”  Verbs ending in “y”: change “y” to “i” and add “-es”  Noun plurals ending in “y”: change “y” to “i” and add “-es”  Comparative and superlative adjectives ending in “y”: *happy – happier − happiest*  Prepositions  Compound nouns using hyphens  Specific determiners  Possessive pronouns  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Possessive apostrophe for singular and regular plurals  Informal and formal language  Expanded noun phrases  Fronted adverbials  Inverted commas  Use of pronouns for cohesion and to avoid repetition  How to use specific determiners  Past perfect continuous tense  Change verbs in a sentence to give greater effect  Starting a sentence with an “-ing” verb  Write a drop-in clause with an “-ing” verb  Modal verbs  Know the difference between a preposition and an adverb  Compound sentences  Start a sentence with a preposition and a comma  Repetition to persuade  Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction  How to use possessive pronouns | | |
| **Spellings to be taught** | | | | | |
| 1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix ’in-’ can mean both ‘not’ and ‘in’/’into.’ In these spellings the prefix ’in-’ means ‘not.’ 3. Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ’ir-’ 4. The prefix ‘sub-’ which means under or below. 5. The prefix ‘inter-’ means between, amongst or during. 6. Challenge Words 7. The suffix ’-ation’ is added to verbs to form nouns. 8. The suffix ’-ation’ is added to verbs to form nouns. 9. Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘–le’ become ‘–ly.’ 10. Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’ 11. Word with the ’sh’ sound spelled ch. These words are French in origin. 12. Challenge Words 13. Adding the suffix ‘–ion.’ When the root word ends in ’d,’ ‘de’ or ‘se’ then the suffix ’-ion’ needs to be ‘-sion.’ 14. Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15. The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. 16. The ‘ee’ sound spelled with an ‘i.’ 17. The suffix ‘-ous.’ If there is an ‘ee’ sound before the ’-ous’ ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 19. The ‘au’ digraph 20. The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ’-tion.’ 21. The suffix ‘-ion’ becomes ’-ssion’ when the root word ends in ’ss’ or ‘mit.’ 22. The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ’c’ or ‘cs’ 23. Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring. 24. Challenge Words 25. Homophones – words which have the same pronunciation but different meanings and/or spellings. 26. The /s/ sound spelled c before ’i’ and ‘e’. 27. Some words have similar spellings, root words and meanings. We call these word families. ’sol word family’ and ‘real word family’ 28. Some words have similar spellings, root words and meanings. We call these word families. ’phon word family’ and ‘sign word family’ 29. Prefixes – ’super-’ ‘anti’ and ‘auto.’ 30. The prefix bi- meaning two. 31. Challenge Words 32. Plural possessive apostrophes. 33. Revision – spelling rules we have learned in Stage 4. 34. Revision – spelling rules we have learned in Stage 4. 35. Revision – spelling rules we have learned in Stage 4. 36. Revision – spelling rules we have learned in Stage 4. | | | | | |