



Year 1: Detail of content to be introduced (statutory requirement)		Rollama game links
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	<a href="#">Link</a> <a href="#">Link</a>
	<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	<a href="#">Link</a>
	How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]	<a href="#">Link</a>
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>	<a href="#">Link</a>
	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<a href="#">Link</a>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives	Coming soon
<b>Punctuation</b>	Separation of <b>words</b> with spaces	<a href="#">Link</a>
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="#">Link</a>
	Capital letters for names and for the personal <b>pronoun I</b>	<a href="#">Link</a>
<b>Terminology for pupils</b>	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	



Year 2: Detail of content to be introduced (statutory requirement)		
Word	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]	<a href="#">Link</a> Coming soon
	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>	<a href="#">Link</a>
	Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<a href="#">Link</a> <a href="#">Link</a>
Sentence	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )	<a href="#">Link</a> <a href="#">Link</a>
	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	<a href="#">Link</a>
	<b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command	<a href="#">Link</a>
Text	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	<a href="#">Link</a> <a href="#">Link</a>
	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	<a href="#">Link</a> <a href="#">Link</a>
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="#">Link</a> <a href="#">Link</a>
	Commas to separate items in a list	Coming soon
	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	<a href="#">Link</a> <a href="#">Link</a>
<b>Terminology for pupils</b>	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	



Year 3: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]	<a href="#">Link</a>
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]	<a href="#">Link</a>
	<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]	<a href="#">Link</a> <a href="#">Link</a>
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>
	Introduction to paragraphs as a way to group related material	Coming soon
	Headings and sub-headings to aid presentation	Coming soon
<b>Text</b>	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	<a href="#">Link</a>
	Introduction to inverted commas to <b>punctuate</b> direct speech	<a href="#">Link</a>
<b>Terminology for pupils</b>	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	



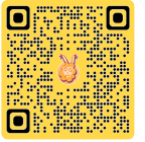
Year 4: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s	<a href="#">Link</a>
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	<a href="#">Link</a>
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	<a href="#">Link</a> <a href="#">Link</a>
	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	<a href="#">Link</a>
<b>Text</b>	Use of paragraphs to organise ideas around a theme	Coming soon
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<a href="#">Link</a>
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>
	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]	<a href="#">Link</a>
	Use of commas after <b>fronted adverbials</b>	<a href="#">Link</a>
<b>Terminology for pupils</b>	determiner, pronoun, possessive pronoun, adverbial	



Year 5: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ]	<a href="#">Link</a>
	<b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]	<a href="#">Link</a>
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	<a href="#">Link</a> <a href="#">Link</a>
	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]	Coming soon
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ]	Coming soon
	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	Coming soon
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	<a href="#">Link</a> <a href="#">Link</a>
<b>Terminology for pupils</b>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	



Year 6: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<a href="#">Link</a> <a href="#">Link</a> <a href="#">Link</a>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p>	<a href="#">Link</a>
	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<a href="#">Link</a> <a href="#">Link</a>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p>	Coming soon
	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	Coming soon
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p>	<a href="#">Link</a> <a href="#">Link</a>
	<p>Use of the colon to introduce a list and use of semi-colons within lists</p>	Coming soon
	<p><b>Punctuation</b> of bullet points to list information</p>	Coming soon
	<p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<a href="#">Link</a>
<b>Terminology for pupils</b>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	



Years 7-9 – Key Stage 3	
Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: extending and applying the grammatical knowledge of key stage 1 and 2 programmes of study to analyse more challenging texts	Consolidate as above
studying the effectiveness and impact of the grammatical features of the texts they read	n/a
drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	n/a
knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Consolidate as above
using Standard English confidently in their own writing and speech English	Consolidate as above
discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	Consolidate as above