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| **Grammar coverage** | | | | | | |
| **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
| Write a simple sentence starting with a noun/proper noun | To orally use simple co-ordinating conjunctions:  *and, but* | Use capital letters for proper nouns (people and places) | | Regular plurals where you only add an “-s” or  “-es” | Orally devise alliteration:  *a cool cat*  *a sneaky snake* | Comparative and superlative adjectives, adding,  “-er” and “-est” to regular adjectives:  *fast – faster – fastest* |
| Write a simple sentence starting with a personal pronoun | Write a compound sentence using the coordinating conjunction  “and” | Use a capital letter for “I” | | Suffixes of verbs, adding  “-ed” or “-ing” | Prepositions:  *up, down, in, into, out, to, onto, under, inside, outside, above* | Choose a specific noun: “Alsatian” rather than “dog” |
| Finish the sentence with a full stop | Use connectives of sequence:  *first*, *second*, *then* | Start sentences with a capital letter | | Use the prefix of “un-“ to create antonyms:  *happy – unhappy*  *kind – unkind* | Similes:  *as big as an elephant* | Use noun phrases: adjective + noun |
| Use a regular simple-past-tense verb in a sentence:  *He walked to school.* | Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”:  *I/you/we have  he/she has*  *I/you/we do  he/she does*  *I am  you/we are  he/she is* | Use capital letters for days of the week | | Use determiners:  *the, a, an, my your, his, her* | Use question marks | Use exclamation marks |
| Firstperson (I and we), second person (you) and third person (he, she) | Write a sentence that includes an adjective | Separate words with spaces | | Adverbs of manner (how) to describe a verb, ending in “-ly” |  |  |
| **Spelling** | | | **Sentence/grammar lessons** | | | |
| Singular and plural ( + “-s” or “-es” )  Conjunctions (*and, but, then, so*)  Adjectives (non-gradable) – colour, size, age  Pronouns (*I, he, she, you*)  Common nouns  Proper nouns – own names/days of the week  Verbs: simple-past-tense regular verbs, adding either “-ed” or “-ing”  Verbs: Present tense for “to be”, “to do” and “to have” (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*)  Connectives of sequence (*first, second, last, next, then*)  Determiners (*the, a, my, your, an, this, that, his, her, some, all*)  Simple adverbs ending in “-ly” (*nicely, madly*)  Prefix “un-” (*happy – unhappy, kind – unkind, tie – untie*)  Comparative and superlative adjectives where you add “-er” or “-est”  Prepositions  Days of the week  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.** | | | Writing simple sentences in the first, second and third person (subject-verb agreement) − *I am happy. You are happy. He is happy.*  Write a simple sentence starting with a proper noun  Noun phrases – adjective + noun or adjective + adjective + noun or determiner + noun or determiner + adjective + noun  Write a simple sentence, but add an adjective − *He has a red ball.*  Write a simple sentence and add an adverb of manner (“-ly”) − *I play nicely.*  Write a simple sentence with a regular simple past tense verb (adding –ed) *− He worked in the classroom.*  Write a sentence in simple present continuous tense (“to be” + “-ing”) − *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.*  Use capital letters at the beginning of a sentence and full stops  Subject-verb agreement with “I”, “you”, “we” and “he/she” for the verbs “to do”, “to be” and “to have”. (*I/you/we have, he/she has, I/you/we do, he/she does, I am, you/we are, he/she is)*  Write a question with a question mark ad write a word/phrase/sentence with an exclamation mark  Capital letters – “I”, proper nouns, days of the week  Changing general nouns to specific nouns, eg, “car” to “Ferrari”  How to use prepositions in a sentence  Alliteration  Similes  Write a sentence using “and” | | | |

It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.