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| **Curriculum Overview: English, Grammar, Punctuations and Spelling**  |

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| **EGPS at Corpus Christi Catholic Primary** |
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|  **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| GrammarandPunctuationImage result for full stop capital letter | Punctuate simple sentences with capital letters and full stopsSeparate words with spaces Orally plan and rehearse ideas Identify and use question marks To use capital letter for the personal pronoun I | Punctuate simple sentences with capital letters and full stops Use the joining word ‘and’ to link to words and clausesCompose and sequence their own sentences to write short narratives To use capital letter for names. | Punctuate simple sentences with capital letters and full stopsUse the joining word ‘and’ to link to words and clauses Write in different forms with simple text type features Orally plan and rehearse ideas | Punctuate simple sentences with capital letters and full stopsFocus on prediction, question generation and character inference Identify characters, settings and eventsSelect key vocabulary and create word bank | Punctuate simple sentences with capital letters and full stopsFocus on prediction, question generation and character inferenceExtend range of joining words to link words and clauses using ‘but’ and ‘or’Use phrases to open and close text | Punctuate simple sentences with capital letters and full stopsExtend range of joining words to link words and clauses using ‘but’ and ‘or’ |
| Terminology | * **letter, capital letter,**
* **word,**
* **singular,**
* **plural,**
* **sentence,**
* **punctuation,**
* **full stop, question mark, exclamation mark**
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| **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| GrammarandPunctuationImage result for conjunctions | Word classification Commas separating items/adjectives in a listSecure use of full stops, capital letters, question marks and exclamation marksUse suffixes –er and –est (adjectives for comparison). Present tense and present tense verbs | Sentence types (e.g. question, statement, exclamation sentences) Secure use of full stops, capital letters, question marks and exclamation marks Homophones: see/sea, quite/quiet, Apostrophes for possession. Co-ordinating conjunctions | Apostrophes for omission Subordinating conjunctions Subordination of time: when, before, afterUse suffix –ly Co-ordinating conjunctions | Subordination of reason: because, if Suffixes: -ed and –ing –ment, -ness–ful, -lessProgressive verbs (link suffix –ing) Select, generate and effectively use verbs and nouns. | Suffixes –ment, -ness Revisit post SATs any areas where learning is not embedded.  |  Revisit post SATs any areas where learning is not embedded. |
| Terminology | * **noun, noun phrase**
* **statement, question, exclamation, command,**
* **compound,**
* **adjective,**
* **verb,**
* **suffix**
* **adverb**
* **tense (past, present)**
* **apostrophe, comma**
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| **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  GrammarandPunctuationImage result for speech marks | Clauses Conjunctions Introduction to inverted commas to punctuate direct speech Dictionary Past tense verbs | Prepositions Irregular pluralsUse of the forms a or an according to whether the next word begins with a consonant or a vowel (a rock. an open box)  | Adverbs Complex sentences Suffixes  | Determiner Formation of nouns using a range of prefixes (for example super-, anti-, auto-) | Comma to separate clauses Perfect form of verbsHomophones | Word families based on common words, showing how words are related in form and meaning (for example: solve, solution, solver, dissolve, insoluble)  |
| Terminology | * **adverb,**
* **preposition**
* **conjunction**
* **word family, prefix**
* **clause,**
* **subordinate clause**
* **direct speech**
* **consonant,**
* **consonant letter vowel,**
* **vowel letter**
* **inverted commas (or ‘speech marks’)**
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| Year 4 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| GrammarandPunctuationImage result for dictionary clipart | Create complex sentences Use commas to mark clauses Dictionary Investigate further prefixes Use further suffixes | Fronted adverbials when / where with commas Use of commas after fronted adverbialsInvestigate words ending in f when a suffix is added | Determiners including articles demonstratives, possessives and quantifiers  Use of inverted commas and other punctuation to indicate direct speech. | Pronouns Use apostrophes for single and plural possessionPossessive apostrophe | Nouns for precession Explore, identify, collect and use noun phrasesInvestigate ways jn which nouns and adjectives can be made into verbs  | Use verb inflections for writing Standard English instead of local spoken forms (for example: we were instead of we was) |
| Terminology | * **determiner**
* **pronoun,**
* **possessive pronoun**
* **fronted adverbial**
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| Year 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| GrammarandPunctuationImage result for brackets clipart | Relative clauses using commas Writing using -ing openers Converting nouns or adjectives in to verbs using suffixes | Simile starters Use of commas to clarify meaning or avoid ambiguity Adverbs to indicate degrees of possibility  |  Expanded noun phrases Sentences where the relative pronoun is omitted  | Parenthesis using brackets (formal)Parenthesis using dashes (informal) Sentences opening with –ed opening clauses  | Link ideas across paragraphs using adverbials for time, place and numbers Verb prefixes (dis-, de-, mis-, over- and re-) | Create and punctuate sentences using simile starters Modal Verbs |
| Terminology | * **modal verb,**
* **relative pronoun**
* **relative clause**
* **parenthesis,**
* **bracket,**
* **dash**
* **cohesion,**
* **ambiguity**
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| Year 6 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| GrammarandPunctuationImage result for parenthesis clipart | Year 5 Revision:Relative clausesLink ideas across paragraphs using adverbials for time, place and numbers Parenthesis | **Punctuation** of bullet points to list information Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] | Build cohesion Verbs Self-checking and proof reading strategies How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. | Subject/object Ellipsis Formal/informal vocabulary Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] Active and Passive | Revisit post SATs any areas where learning is not embedded. |
| Terminology | * **subject,**
* **object**
* **active,**
* **passive**
* **synonym,**
* **antonym**
* **ellipsis, hyphen,**
* **colon,**
* **semi-colon,**
* **bullet points**
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