

| Year Group   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--|--|---|--|--|---|--|
| <b>Year 1</b><br><b>Year 2</b><br><b>Consolidation</b> | W: Regular plural noun suffixes  | P: Capital letters for names and proper nouns   | S: Expanded noun phrases for descriptions (2 lessons)  | SATS Prep and Assessment   | S: Subordination and coordination   | S: Expanded noun phrases for descriptions  |
|  | W: Formation of nouns using suffixes (-ness. OR -er)   | P: Punctuation (full stops, question marks and exclamation marks)   | T: Past and present progressive verbs (2 lessons)  | SATS Prep and Assessment   | T: Past and present tense   | T: Past and present progressive verbs  |
|  | S: How words can be combined to make sentences   | W: Form adjectives using suffixes (e.g -full and -ness) (2 lessons)   | P: Punctuation (full stops, question marks and exclamation marks)                                  | SATS Prep and Assessment   | P: Punctuation (full stops, question marks and exclamation marks)   | P: Punctuation (full stops, question marks and exclamation marks)                                  |
|  | S: Subordination and coordination  | S: Different types of sentences (statement, question, exclamation and command (2 lessons)                         | P: Commas separate items in a list   | SATS Prep and Assessment   | W: Form adjectives using suffixes (e.g -full and -ness)   | P: Commas separate items in a list   |
|  | T: Sequence sentences to form narratives   | W: Suffixes that can be added to verbs  | S: Write sentences using subordination and coordination (2 lessons)                                | SATS Prep and Assessment   | S: Different types of sentences (statement, question, exclamation and command                                     | S: Write sentences using subordination and coordination  |
|  | T: Past and present tense  | W: Use of suffix -er and -est to compare adjectives and adverbs   | P: To use apostrophes to mark contracted forms (2 lessons)   | W: Formation of nouns using suffixes   | W: Use of suffix -er and -est to compare adjectives and adverbs   | P: To use apostrophes to mark contracted forms   |
| <b>Year 3</b><br><b>Year 4</b>                         | W: Formation of nouns using suffixes (-ness. OR -er)<br>W: Formation of nouns using a range of prefixes (super-, anti AND auto-) | W: Use of determiners a or an depending on next word<br>T: Headings and subheadings to aid presentation           | W: Standard English forms for verb inflections (we were/was and I did/done) (2 lessons)            | W: Formation of nouns using suffixes (-ness. OR -er)<br>W: Formation of nouns using a range of prefixes (super-, anti AND auto-) | W: Use of determiners a or an depending on next word<br>T: Headings and subheadings to aid presentation           | W: Standard English forms for verb inflections (we were/was and I did/done) (2 lessons)            |
|  | S: Subordination and coordination (2 lessons)  | T: Past and present tense<br>T: Past and present progressive verbs  | S: Fronted adverbials) (2 lessons)   | S: Subordination and coordination (2 lessons)  | T: Past and present tense<br>T: Past and present progressive verbs  | S: Fronted adverbials) (2 lessons)   |
|  | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons)   | T: Use of perfect form of verbs to mark relationship of time and cause (2 lessons)                                | S: Fronted adverbials) (2 lessons)   | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons)   | T: Use of perfect form of verbs to mark relationship of time and cause (2 lessons)                                | S: Fronted adverbials) (2 lessons)   |
|  | T: Introduction to paragraphs to group material (2 lessons)  | W: Plural and possessive<br>S: Appropriate use of nouns and pronouns to avoid repetition <i>within a sentence</i> | T: Appropriate use of nouns and pronouns to avoid repetition <i>across sentences</i> ) (2 lessons) | T: Introduction to paragraphs to group material (2 lessons)  | W: Plural and possessive<br>S: Appropriate use of nouns and pronouns to avoid repetition <i>within a sentence</i> | T: Appropriate use of nouns and pronouns to avoid repetition <i>across sentences</i> ) (2 lessons) |
|  | T: Introduction to paragraphs to group material (2 lessons)  | T: Use of paragraphs to organise ideas around a theme (2 lessons)   | P: To use apostrophes to mark singular/plural possessions (2 lessons)                              | T: Introduction to paragraphs to group material (2 lessons)  | T: Use of paragraphs to organise ideas around a theme (2 lessons)   | P: To use apostrophes to mark singular/plural possessions (2 lessons)                              |
|  | P: Introduction to speech marks using inverted commas (2 lessons)  | P: Use of speech marks to punctuate direct speech (2 lessons)   | P: Use of commas after fronted adverbials  | P: Introduction to speech marks using inverted commas (2 lessons)  | P: Use of speech marks to punctuate direct speech (2 lessons)   | P: Use of commas after fronted adverbials  |
|  | W: Formation of nouns using a range of prefixes (super-, anti AND auto-)   | W: Converting nouns and adjectives<br>W: Verb prefixes (dis-, de-, mis-, over- and re-)                           | S: Expanded noun phrases to convey information concisely   | SATS Prep and Assessment   | W: Converting nouns and adjectives<br>W: Verb prefixes (dis-, de-, mis-, over- and re-)                           | S: Expanded noun phrases to convey information concisely   |

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| <b>Year 5</b><br><b>Year 6</b><br><b>Consolidation</b> | T: Use of perfect form of verbs to mark relationship of time and cause   |  |   |                          |  |   |
|  | T: Past and present progressive verbs<br>T: Use of perfect form of verbs to mark relationship of time and cause  | S: Relative clauses beginning with who, which, where, why or whose<br>S: Modal verbs or adverbs of possibilities   | S: Formal vs informal speech<br>S: The subjunctive              | SATS Prep and Assessment | S: Relative clauses beginning with who, which, where, why or whose<br>S: Modal verbs or adverbs of possibilities   | S: Formal vs informal speech<br>S: The subjunctive              |
|  | P: To use apostrophes to mark contracted forms<br>P: Use of speech marks to punctuate direct speech<br><br>P: To use apostrophes to mark singular/plural possessions | T: Devices to build cohesion in a paragraph (e.g. then, after that, this and firstly)<br>T: Linking ideas across paragraphs using adverbials of time, place and number | T: Link ideas across paragraphs using cohesive devices          | SATS Prep and Assessment | T: Devices to build cohesion in a paragraph (e.g. then, after that, this and firstly)<br>T: Linking ideas across paragraphs using adverbials of time, place and number | T: Link ideas across paragraphs using cohesive devices          |
|  | S: Different types of sentences (statement, question, exclamation and command)   | P: Brackets, dashes or commas to indicate parenthesis<br>P: Use commas to clarify meaning and avoid ambiguity  | T: Layout devices such as headings, columns, bullets and tables | SATS Prep and Assessment | P: Brackets, dashes or commas to indicate parenthesis<br>P: Use commas to clarify meaning and avoid ambiguity  | T: Layout devices such as headings, columns, bullets and tables |
|  | S: Subordination and coordination  | W: Informal vs formal vocabulary   | P: Use semi colons, colons and dashes                           | SATS Prep and Assessment | W: Informal vs formal vocabulary   | P: Use semi colons, colons and dashes                           |
|  | W: Standard English forms for verb inflections (we were/was and I did/done)<br>S: Fronted adverbials   | S: Passive and active voice  | P: Bullet points<br>P: Use of hyphens                           | SATS Prep and Assessment | S: Passive and active voice  | P: Bullet points<br>P: Use of hyphens                           |

## 2023-24 Class Arrangements

| Year Group   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|--|--|--|--|--|--|
| <b>Year 3</b><br><br><b>(Year 2)</b><br><b>Consolidation</b> | W: Formation of nouns using suffixes (-ness. OR -er)<br>W: Formation of nouns using a range of prefixes (super-, anti AND auto-) | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons) | S: Expanded noun phrases for descriptions (2 lessons)      | W: Formation of nouns using suffixes (-ness. OR -er)<br>W: Formation of nouns using a range of prefixes (super-, anti AND auto-) | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons) | S: Expanded noun phrases for descriptions (2 lessons)      |
|  | S: Subordination and coordination (2 lessons)  | P: Introduction to speech marks using inverted commas (2 lessons)                    | : Headings and subheadings to aid presentation             | S: Subordination and coordination (2 lessons)  | P: Introduction to speech marks using inverted commas (2 lessons)                    | : Headings and subheadings to aid presentation             |
|  | T: Past and present tense  | W: Form adjectives using suffixes (e.g -full and -ness) (2 lessons)                  | P: Commas separate items in a list                         | T: Past and present tense  | W: Form adjectives using suffixes (e.g -full and -ness) (2 lessons)                  | P: Commas separate items in a list                         |
|  | S: Different types of sentences (statement, question, exclamation and command (2 lessons)  | T: Past and present progressive verbs (2 lessons)T                                   | P: To use apostrophes to mark contracted forms (2 lessons) | S: Different types of sentences (statement, question, exclamation and command (2 lessons)  | T: Past and present progressive verbs (2 lessons)T                                   | P: To use apostrophes to mark contracted forms (2 lessons) |

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|  |   |   |  | question, exclamation and command (2 lessons)   |   |  |
|  | T: Past and present tense<br>T: Past and present progressive verbs  | T: Introduction to paragraphs to group material (2 lessons)   | S: Write sentences using subordination and coordination (2 lessons)  | T: Past and present progressive verbs   | T: Introduction to paragraphs to group material (2 lessons)   | S: Write sentences using subordination and coordination (2 lessons)  |
|  | P: Punctuation (full stops, question marks and exclamation marks)   | T: Use of perfect form of verbs to mark relationship of time and cause (2 lessons)                          | W: Use of determiners a or an depending on next word   | P: Punctuation (full stops, question marks and exclamation marks)   | T: Use of perfect form of verbs to mark relationship of time and cause (2 lessons)                          | W: Use of determiners a or an depending on next word   |
| <p><b>Year 4</b></p> <p><b>Year 5</b></p> <p><b>(Year 3)</b></p> <p><b>Consolidation</b></p> | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons)                            | P: To use apostrophes to mark contracted forms<br>P: To use apostrophes to mark singular/plural possessions | W: Plural and possessive<br>S: Appropriate use of nouns and pronouns to avoid repetition <i>within a sentence</i>  | S: Expressing time and cause using conjunctions, adverbs or prepositions (2 lessons)                            | P: To use apostrophes to mark contracted forms<br>P: To use apostrophes to mark singular/plural possessions | W: Plural and possessive<br>S: Appropriate use of nouns and pronouns to avoid repetition <i>within a sentence</i>  |
|  | T: Introduction to paragraphs to group material (2 lessons)   | W: Standard English forms for verb inflections (we were/was and I did/done)<br>S: Fronted adverbials        | P: To use apostrophes to mark singular/plural possessions (2 lessons)  | T: Introduction to paragraphs to group material (2 lessons)   | W: Standard English forms for verb inflections (we were/was and I did/done)<br>S: Fronted adverbials        | P: To use apostrophes to mark singular/plural possessions (2 lessons)  |
|  | P: Use of speech marks to punctuate direct speech (2 lessons)   | T: Use of perfect form of verbs to mark relationship of time and cause                                      | S: Relative clauses beginning with who, which, where, why or whose   | P: Use of speech marks to punctuate direct speech (2 lessons)   | T: Use of perfect form of verbs to mark relationship of time and cause                                      | S: Relative clauses beginning with who, which, where, why or whose   |
|  | W: Formation of nouns using a range of prefixes (super-, anti AND auto-)  | S: Fronted adverbials (2 lessons)<br>P: Use of commas after fronted adverbials                              | S: Modal verbs or adverbs of possibilities   | W: Formation of nouns using a range of prefixes (super-, anti AND auto-)  | S: Fronted adverbials (2 lessons)<br>P: Use of commas after fronted adverbials                              | S: Modal verbs or adverbs of possibilities   |
|  | T: Past and present progressive verbs<br>T: Use of perfect form of verbs to mark relationship of time and cause | T: Appropriate use of nouns and pronouns to avoid repetition <i>across sentences</i> (2 lessons)            | T: Devices to build cohesion in a paragraph (e.g. then, after that, this and firstly)<br>T: Linking ideas across paragraphs using adverbials of time, place and number | T: Past and present progressive verbs<br>T: Use of perfect form of verbs to mark relationship of time and cause | T: Appropriate use of nouns and pronouns to avoid repetition <i>across sentences</i> (2 lessons)            | T: Devices to build cohesion in a paragraph (e.g. then, after that, this and firstly)<br>T: Linking ideas across paragraphs using adverbials of time, place and number |
|  | S: Subordination and coordination (2 lessons)   | W: Converting nouns and adjectives<br>W: Verb prefixes (dis-, de-, mis-, over- and re-)                     | P: Brackets, dashes or commas to indicate parenthesis<br>P: Use commas to clarify meaning and avoid ambiguity  | S: Subordination and coordination (2 lessons)   | W: Converting nouns and adjectives<br>W: Verb prefixes (dis-, de-, mis-, over- and re-)                     | P: Brackets, dashes or commas to indicate parenthesis<br>P: Use commas to clarify meaning and avoid ambiguity  |

W= Word Structure

S= Sentence Structure

T= Text Structure

P= Punctuation