

Reception	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Write own name. Write labels & captions Begin to form simple sentences. Correct letter formation.	Label – word or phrase to describe a part of a diagram or picture. Caption – a sentence or phrase to describe a picture/ photograph (often used in newspapers and magazines). Simple sentence – this consists of one clause eg. The boy went to school.	- white board practise copying from name card - drawing name in sand - writing in paint - -magnetic letters - counting letters in name to ensure none missed out - handwriting practise in books with pencils - labels on post it notes - label the classroom - label display boards and write captions to accompany work	
Punctuation	Begin to use full stops and capital letters, showing understanding of the concept of a sentence.	Sentence – a grammatical unit of language which expresses a statement, question, exclamation or comment. Full stop – a punctuation mark to mark the end of the sentence. Capital letter – Sentences and proper nouns must start with a capital letter (including pronoun I).	- Kung fu punctuation - Speaking in full sentences (retelling story) - Arranging cut up sentences so they make sense - Practising writing capital letters (handwriting) - Looking up sentences in books (Searching for full stops, capital letters)	
Text Structure			Looking at a range of books - How to hold - Reading left to right - Discussing use of	

			pictures	
Terminology and vocabulary	word, sentence, letter, capital letter, full stop	Sentence – a grammatical unit of language which expresses a statement, question, exclamation or comment. Full stop – a punctuation mark to mark the end of the sentence. Capital letter – Sentences and proper nouns must start with a capital letter (including pronoun I).	- Symbols - Super sentence check list - Flash cards of capital letters - Alphabet song - Kung fu punctuation - Making symbols in different materials eg. Drawing capital letters in sand etc.	

Year One	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Write first & last name with capital letters where needed. How words can combine to make sentences Joining words using and. Joining clauses using and Use other conjunctions to join sentences (e.g. so, but)	Capital letter – Sentences and proper nouns must start with a capital letter (including pronoun I). Sentence – a grammatical unit of language which expresses a statement, question, exclamation or comment. Clause – the smallest grammatical unit, which usually consists of a subject and a verb phrase. Conjunction – this is a word or phrase that connects words, sentences, phrases or clauses eg. And, but, because, so, if, aswell as, provided that, in order to Etc.	- Practising writing full name on white boards using name cards initially - Counting the number of letters in names to ensure no letters missed out - Magnetic letter use - Handwriting practise - Verbally practising sentences to ensure make sense. - Underlying conjunctions 'and' and 'because' in text - Finding use of conjunctions in books - Connecting ideas verbally before writing using and	
Punctuation	Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names, places and days of the week and for the personal	Finger spaces – the way that children are reminded about putting spaces in between each word in a sentence (a space similar to the width of their finger). Capital letter – Sentences and proper nouns must start with a capital letter (including pronoun I).	- Use of lolly sticks, blue tack or spacers to ensure finger spaces - Action to remind children after the end of each word (marshmallow clap) - Reading squashed together sentences and how can we fix it?	

	pronoun I.	Sentence – a grammatical unit of language which expresses a statement, question, exclamation, or comment. Question mark – a question ends with a question mark. “?” Exclamation mark – a word or phrase which expresses an emotion or a sentiment as is followed by an exclamation mark “!”. Eg. Hi! Help! Wow!	- Counting the number of words - Using blocks to remind us when a space is needed - Kung fu punctuation - Children editing Ts sentence with missing punctuation - Corners game – what punctuation needs to go at the end? - Verbally asking questions before writing - Looking for different types of punctuation in books - Looking for names of people and places and checking the capital letters in books.	
Text Structure	Sequencing sentences to form short narratives	Sentence – a grammatical unit of language which expresses a statement, question, exclamation, or comment. Sequencing – putting information or events in order in which they happened. Short narrative- short simple stories.	- Cutting and sticking images or sentences from a story in order - Acting out the story in order - Telephone conversation to speak in full sentences - Picture plan (story mountain) with labels - Match sentences to pictures from the	

			story - Becoming familiar with the features of short narratives - Revisiting familiar stories	
Terminology and vocabulary	word, sentence, letter, capital letter, full stop, punctuation, regular plural, singular, plural, question mark, exclamation mark, expanded noun phrase	Singular – one of something eg. Dog, cat, table, chair Plural – more than one of something eg. Dog becomes dogs, hat becomes hats etc. Expanded noun phrase- when adjectives are used to give more description about something eg. The chair becomes the comfortable red chair.	- Remind children of adding suffixes to make words plural (verbal use before writing) - Post it notes to record adjectives describing friends or objects in class or characters from a book - Spot the mistakes in the writing – children to help teacher fix the problem	

Year Two	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Use time adverbs and adverbials (e.g. later, first, in winter, at night) Use subordination (using <i>when, if, that, or because</i>) and coordination (using, <i>and, or, but, so</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) Sentences with different forms: statement, question, exclamation, command Use of past and present tense as appropriate	Adverb – describes an action – e.g loudly, quietly, Adverbial Phrase a- group of words to describe a noun e.g The fierce, scary lion. Subordination conjunction - the words that join a main clause and a subordinate clause. Coordination – When a coordinating conjunction joins two or more elements Expanded noun phrase- when adjectives are used to give more description about something e.g the chair becomes the comfortable red chair Sentence - a grammatical unit of language which expresses a statement, question, exclamation or command. Present tense – as if something is happening now – I am on holiday Past tense – a tense which places an action or situation in the past – e.g I went on holiday.	Describe a picture. Tell a story of a picture. Muddled up sentences - fairy tales to order. Roll dice or playing card – children to write a sentence, roll a dice with a word listed and expand their sentence Baskets of nouns images- how can you describe this to a partner. Feely bag – objects from foundation subjects– children to describe - make labels for classroom display. Ask a visitor to class questions. Images of characters – create sentence types for each character. Miming activity – e.g. child to jump/dig etc other children to convert to past tense	
Punctuation	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark	Capital letter - sentences and proper nouns must start with a capital letter including the pronoun I Full stop – a punctuation mark (.) to mark the end of a sentence Question mark – a question ends with a question mark (?) Exclamation mark – a punctuation mark (!) which follows an	Human sentence – children to have words to order – punctuation police to order and correctly punctuate. Team games – rocket sentences – punctuation on dice – children to use punctuation correctly.	

	Singular possessive Introduction of inverted commas to punctuate direct speech	exclamation. Comma – A punctuation mark (,) it is used for separating parts of a sentence such as clause or items in a list. Apostrophe – a punctuation mark to show possession e.g. Mr Chang's house. e.g. Mr Jones' golf clubs. Inverted commas – a punctuation mark which opens and closes direct speech – e.g. the teacher says 'Welcome everyone.'	I went to the shop and I bought..... Kim's game Give out class prizes/objects - children to label – e.g. This is Jack's sticker. Class photograph – Speech bubbles – who said what? Children to add speech.	
Text Structure	Use standard forms of verbs, e.g. go/went. The consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)	Verb – An action or doing word. Progressive verbs – these describe ongoing actions.	Foundation links – PE activities, painting/painted. Games linked to occupations – cut, washed, baked, taught.	
Terminology and vocabulary	verb, tense (past, present), adjective, noun, noun phrase, adverb suffix, compound, apostrophe, comma	Tense – a category that locates a situation in time to indicate when a situation takes place. Adjective – a describing word – e.g. bright, shiny, black, large. Noun – The name of something. There are different types of noun: Proper noun – a special word or name that we use for a person, place or organisation Common noun - a name used for general items e.g. a table or a chair		

		Abstract noun – your five senses cannot detect these – you can't see, hear, smell, taste or feel. E.g. peace, love Collective nouns – a collection of things – e.g. a gaggle of geese. Adverb suffix – a suffix placed at the end of the word – e.g. ed, ly, ing, ness which changes the word meaning e.g. quietly		
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Year Three	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Vary sentence structure by expressing time and cause using: conjunctions (e.g. <i>when, before, after, while, because</i>) adverbs (e.g. <i>then, next, soon therefore</i>) prepositions (e.g. <i>before, after, during, in, because of</i>) Use adverbials of time, place and manner (e.g. <i>at midnight, over the hill</i>) Consistent use of past and present tense, including Choosing noun or pronouns appropriately for clarity and cohesion and avoid repetition e.g. it, she, they, he	Coordination – When a coordinating conjunction joins two or more elements Adverb – describes a point in time then, next, soon, therefore Prepositions - Tells us where something is – on, next to, behind. Adverbials – a word or phrase which gives more detail about time, place, manner or number. Present tense – as if something is happening now – I am on holiday Past tense – a tense which places an action or situation in the past – e.g. I went on holiday. Pronoun – this stands in place of a noun e.g. he, she, you, it, they, you.	Human sentences – clauses at either side – children to suggest middle of sentence. Word cards – child to select a word-suggest a sentence with this word in. Child to be give instruction – follow and other children to state where he/she is – e.g. behind the door, under the desk. Small world – where is the policeman/ shop assistant? Time cards – either clock or scene - I ate my breakfast this morning Class text – discussion of points in the text which use different pronouns	
Punctuation	Inverted commas to punctuate direct speech	Inverted commas – a punctuation mark which opens and closes direct	Characters from the class text.	

		speech – e.g. The teacher said, 'Welcome everyone.'	Freeze frame - what would your classmates say?	
Text Structure	Correct use of tense. Change verb to improve interest. Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd, 3rd person. Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)	Verb – an action or doing word. E.g. He walked along the street becomes He trotted along the street. 1st Person – something written in the point of view of the author using personal pronouns I or me. 2nd Person - a text which is written with second person pronouns e.g. you. You are working really hard even though you find this difficult. 3rd Person – text which is written using third person pronouns he, she, it, they. E.g. They wandered through the fields. Heading – usually at the start of a piece of writing as a title. Sub- heading – a heading or caption which tells you briefly about the text ahead. Present Perfect form – instead of <i>They ate</i> becomes <i>they are eating</i>.	Class text – children to highlight verbs and find an alternative to improve interest.	
Terminology and vocabulary	word family, conjunction, adverb, preposition, direct speech, inverted commas, consonant, vowel, clause, subordinate clause	Word Family - base form of a word e.g. happy can become unhappy, happiest, happier, etc. Conjunction – a word or phrases which connects words, sentence, phrases or clauses. E.g. and, but, because, so, if as well as, provided that, in order to. Adverb – a word that describes an action Preposition – a word telling us where something is. E.g. on, over, under, behind, above Direct Speech - tells you exactly what		

		someone has said and is written within inverted commas. Consonant – a letter sound in the alphabet which is not a vowel. Vowel – a letter sound in the alphabet which is not a consonant. Clause – a special type of phrase whose head is a verb - To play on her computer is a clause. She went upstairs to play on her computer is a sentence. Inverted commas – a punctuation mark which opens and closes direct speech – e.g. the teacher says 'Welcome everyone.' Subordinate Clause – Adds additional information to a sentence but cannot stand alone – it usually starts with a subordinating conjunction e.g. While the animals were munching breakfast, two visitors arrived.		
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Year Four	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Vary sentence structure, using different openers(e.g. non-finite subordinate clauses - Stumbling through the trees, Rooted to the spot) To use commas after fronted adverbials (e.g. Tears trickling down his face, James closed the heavy	Sentence – a grammatical unit of language which expresses a statement, question, exclamation, or command. Openers – different ways to start a sentence. Subordinate clause – adds additional information to a sentence, but cannot stand	- Word mats - Sentence openers available to practise with verbally - Magpie openers from a range of texts - Rewriting the same sentence in different ways - Picture – write short sentences	

	door behind him.) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. The teacher – The strict maths teacher with curly hair	alone. It usually starts with a subordinating conjunction eg. If it doesn't stop raining...; when you get home.... Commas – a punctuation mark “,”. It is used for separating parts of a sentence, such as clauses and items in a list. Fronted adverbials – a sentence opener which tells us when, where, how or why something happens. Noun phrase – the adjectives in an expanded noun phrase, being used to give more description on something eg. The chair becomes the comfortable, red chair. Expanded noun phrase- when adjectives are used to give more description about something eg. The chair becomes the comfortable red chair. Adjectives – a describing word. Eg. Bright, shiny, black, large Noun – name of something. There are different types of nouns (see proper noun, common noun, abstract noun and collective noun).	- Generating ideas for fronted adverbials from a picture – where, when, how etc. - Give children a sentence and they have to include more information/ expand on it. - Silly sentences using chopped up sentences. - Put in the missing commas into sentences	
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		Preposition – tells us where something is eg. On, over, under, next to, behind, above.		
Punctuation	Use commas to mark clauses. Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Use of inverted commas and other punctuation to indicate direct speech for example a comma after the reporting clause to end punctuation within the inverted commas. The conductor shouted 'Sit down!'	Commas – a punctuation mark “,”. It is used for separating parts of a sentence, such as clauses and items in a list. Fronted adverbials – a sentence opener which tells us when, where, how or why something happens. Clauses – the smallest grammatical unit which usually consists of a subject and a verb phrase. Apostrophe – to show possession eg. The woman's hat. Mrs Jones' scarf. Apostrophe is used for contractions – the apostrophe is placed where a letter or letters have been removed eg. Doesn't, wouldn't, it's, can't, you've etc. Inverted Commas – punctuation mark (“”) which opens and closes direct speech eg. The teacher said, “Welcome everyone.”	- Display objects children to write them in a list with commas. - Put in the missing commas - Ordering items in a list (alphabetically etc.) - Contractions -folded paper to show how apostrophes are used for omitted letters etc. - Identify the main clause in sentences.	
Text Structure	Use adverbs.(Aware that not all adverbs end in ly e.g. fast, often, almost)	Adverbs – This describes an action eg. Loudly, quietly, soon and therefore.	- roll play activity – describe the action they can see	

	Use adjectival phrases.(e.g. biting cold wind) Consistently use 1st & 3rd person correctly. Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within a sentence and across the text to avoid ambiguity and repetition Use conjunctions to link paragraphs.(e.g. however, on the other hand, as the clock struck midnight, from far in the distance)	Adjectival phrase – a group of words to describe a noun eg. The fierce, scary lion. First person – text that is written from the point of view of the author using personal pronouns I and me. Third person – a text that is written with third person pronouns he, she, it, they. Paragraphs – groups of sentences/ blocks of writing which are used to signal change in time, scene, action, mood, person. Pronoun – stands in place of a noun eg. He, she, it, they, you. Noun – name of something. There are different types of nouns (see proper noun, common noun, abstract noun and collective noun). Conjunction – this is a word or phrase that connects words, sentences, phrases or clauses.	- find adverbs in instruction texts - pick a noun and use 2 adjectives to describe it - range of sentences in first and 3rd person to be sorted correctly – how did you know it was 1st of 3rd? - changing text from 1st to 3rd person and vice versa - Sentence recall – verbal practise - human sentences - BBC super movers conjunctions - Play 'It's a knockout' game with conjunctions - Dice games with different conjunctions on – use them verbally or in writing	
Terminology and vocabulary	pronoun, possessive pronoun, adverbial, determiner	Pronoun – stands in place of a noun eg. He, she, it, they, you. Possessive Pronoun – Words	- Flashcards - Snap - Pairs	

		which tells us who something belongs to ie. My, mine, your, yours, our, ours, his, hers, its Adverbial – A word or phrase which gives more detail about a time, place, manner or number. Determiner – a word that refers to a noun or noun phrase (the, a, an, this, that, my, their, many, few, several).	- Verbal use in class - Word of the day - Scrabble - Count down - Points to children who use correct terminology	
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Year Five	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Add phrases to make sentences more precise and detailed(e.g. <i>the extremely poisonous dragon, as quickly as possible, fast-growing fortune</i>) Use range of sentences openers consistently, considering their effect. Expanded noun phrases to convey complicated information concisely (e.g. <i>the fact that it was raining meant the end of sports day</i>) Use of the passive verb to affect the presentation of information in a sentence(e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) Adapt sentence construction to	Phrase-a group of words Expanded noun phrase-when adjectives are used to give more description about something, e.g. <i>the chair becomes the comfortable red chair</i> Passive verb/voice-the subject receives the cation of the verb, e.g. <i>fish are eaten by cats</i> Subordinating-the words that join a	- Take a given noun to add detail for description in pairs, adjectives, adverbs, e.g. Pie Corbett Jumpstart Games - Ongoing self-assessment to improve own and peer writing - Highlight subject-verb-object in a simple sentence. Ask pupils to make it	

	different text types, purposes & readers. Link clauses in sentences using a range of subordinating and coordinating conjunctions. Relative clauses beginning with <i>who, which, where, whose and that</i> or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, may, ought, could, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) Using verb phrases to create subtle differences(e.g. <i>she began to run, he might have been</i>) Converting nouns or adjectives into verbs using suffixes for example - ate – ise- ifi	main clause and a subordinate clause Co-ordinating- these join words, main clauses or sentences of equal importance Relative clause- a type of embedded clause which gives more information about someone or something, Modal- a verb which indicates the likelihood of something Verb phrases- a phrase containing a verb	passive. Lots of oral activities/acting out being active /passive. - List subordinating conjunctions - Orally rehearse sentences - Pairs- A gives a main clause, B chooses a conjunction and adds a subordinate (SWAP-so the subordinating clause can be at the beginning of the sentence) - Find examples in reading - Human sentences. - Different groups of children work with different relative pronouns and build sentences - Identify within texts - Link to maths with probability scales. - Link to real life situations	
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			- Generate lists of nouns/adjectives, add suffixes to create the verbs - Practice test type questions related to all activities	
Punctuation	Use direct & reported speech. Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use semi colon, colons or dashes to mark boundaries between independent clauses . Use a colon to introduce a list	Direct speech- tells you exactly what somebody said and is written with inverted commas Reported speech- can also be called indirect speech, when the main points that someone has said is reported but not word for word Parenthesis- punctuation marks which add further information into a sentence Semi-colon- a punctuation mark which separates major sentence elements and separates items in a list Colon- a punctuation mark used to inform the reader that what follows is an explanation or proof of what has been discussed Dashes- shows a break in a sentence to give more information	- Role play conversations (link to novels) - Read newspaper articles identify in text - Human sentences, dropping in clauses. - Whiteboard work - Self and peer editing - Give clauses and indicate with an arrows where semi-colon should be.(SATS style questions) - Identify in texts and explain why they are in those places. Apply to own writing.	

Text Structure	Use pronouns to avoid repetition. Use basic Standard English, i.e. agreement between verb & noun; consistency of tense; avoid double negative. Devices to build cohesion within a paragraph (e.g. <i>just as, while, around the corner, use of pronouns</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) Consistently organise writing into paragraphs.	Pronouns- stands in place of a noun Standard English- can be recognised as the English that is used with only minor variation Cohesion- making sure a sentence makes sense and that paragraphs link and flow between each other Adverbials- a word or phrase that gives more detail about time, place manner or number	- - Watching the news. Genre specific for formal/informal - Role play activities - Find the links within own and others' writing and from reading. - Groups working with different elements and feeding back examples.	
Terminology and vocabulary	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	Determiner- words that specify a noun and goes before any modifier Relative pronoun- the words that introduce the relative clause		

Year Six	Content	Definitions/Glossary	Suggested Activities	Further Teaching Ideas
Basic Sentence Structure	Use subordinate clauses to write complex sentences. Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in writing and speech) <i>If he were to be successful, the matter would be resolved.</i>)	Subordinate clause- adds additional information to a sentence but cannot stand alone Informal- using informal language (not necessarily grammatically correct) Formal –using formal or correct language for important occasions or reasons Subjunctive- used in the formal style, a special form of a verb		
Punctuation	Use full range of punctuation correctly; matched to genre.	Bullet points- used to draw attention to		

	Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)	important information so that the reader can identify key issues and facts quickly Hyphens- a punctuation mark to join words to clarify meaning		
Text Structure	Use entirely consistent language associated with 1st, 2nd, 3rd person. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipses (omission of word or phrase) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Paragraphs coherently organised. Use paragraphs to signal change in time, scene, action, mood or person. Use the perfect form of verbs to mark relationship of time and cause.	1st person- point of view of the author, using personal pronouns, I, me 2nd person = you 3rd person = he, she it or they Cohesive devices- words used to show how different parts of the text fit together, i.e. they create cohesion Adverbials- a word or phrase that gives more detail about time, place ,manner or number Headings- usually at the start of a piece of writing as a title A sub-heading - caption that tells you briefly about the heading Columns – usually in a newspaper article. Columns are written as separate sections on a page Paragraphs- groups of sentences/blocks of writing to signal change in time, scene action, mood or person Perfect form- adding the form of the verb 'to have'		
Terminology and vocabulary	active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points	Active- the subject of the sentence is actively doing E.g. cats eat fish Passive- the subject receives the action of the verb e.g. the fish is eaten by the cat Subject- who or what a sentence or a clause is about Object- the entity that is acted upon by the subject Synonym- words which have the same or similar meaning, e.g. big, large Antonym- a word opposite in meaning to		

		another		
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