



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Week 1	What is a noun? -Objects -People -Places (proper and common nouns)	Spotlight Y1 Questions Nouns/verbs	Spotlight Y2 Questions Nouns/verbs	Spotlight Y3 Questions Nouns/verbs	Spotlight Y4 Questions Nouns/verbs	Spotlight Y5 Questions Nouns/verbs
	Week 2	Identifying a noun in a simple sentence. -objects -people -Places Capital letters for days of the week and months of the year	Identifying a noun in a simple sentence. Plural nouns - adding s and -es Capital letters for days of the week and months of the year	Use of the forms a or an according to whether the next word begins with a consonant or a vowel.	Identifying nouns in a compound sentence (revisit a/an rule in these lessons)	identify nouns in multi-clause sentences	identify nouns in multi-clause sentences
	Week 3	What is a verb?	What is a verb?	Spotlight Y2 What is a verb? Identify a verb in a simple sentence.	Identifying in a complex sentence (revisit a/an rule in these lessons)	Recap verbs Y4 (Spotlight questions)	Recap verbs (Spotlight questions)

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	Week 4	Identify a verb in a simple sentence?	Identify a verb in a simple sentence?	Identify the subject of a sentence. Know that pronouns nouns and proper nouns can all be the subject of a sentence.	What is a verb? Identify a verb in a simple sentence.	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence. Look at the relationship between the subject/verb/object Understand that a main clause has to have a subject and a verb. Recap the difference between a phrase and a clause, taking the above into consideration.	Identify the subject of a sentence. Know that pronouns, nouns and proper nouns can all be the subject of a sentence. Look at the relationship between the subject/verb/object Secure in identifying the subject/verb/object of a multi-clause sentence.
	Week 5	How words combine to make a simple sentence. Pupils should be taught to leave spaces between words.	How words combine to make a simple sentence. Understand that a simple sentence (first person)	Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to	Identify a verb in compound and complex sentence	Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)	Identify co-ordinating conjunctions and when to use the different conjunctions (FANBOYS)

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		<p>Understand that a simple sentence has a noun and a verb. Where does my capital letter go?</p> <p>Where does my full stop go?</p>	<p>has a noun and a verb.</p> <p>Write simple sentences. Where does my capital letter go?</p> <p>Where does my full stop go?</p> <p>Look at the relationship between noun and verb agreement.</p>	<p>have a subject and a verb.</p> <p>Where does my full stop go? Recognise the end of a sentence by identifying the subject/verbs within a sentence. Is it a complete thought?</p> <p>Recap the difference between a phrase and a clause.</p>			
	Week 6	<p>How words combine to make a simple sentence.</p> <p>Understand that a simple sentence has a noun and a verb. Where does my capital letter go?</p>	<p>Write simple sentences in the first person using the pronoun 'I' correctly, considering subject-verb agreement.</p>	<p>Introduce co-ordinating conjunctions, For, Nor, Yet and So.</p> <p>Identify the co-ordinating conjunction in a range of sentence types.</p> <p>Begin to explore the use/effect of the</p>	<p>Identify the subject of a sentence. Know that pronouns nouns and proper nouns can all be the subject of a sentence.</p>	<p>How to form a compound sentence using co-ordinating conjunctions</p> <p>Identify compound sentences with a focus on S/V/O Write a compound sentence with co-ordinating conjunctions</p>	<p>Consolidate how to form a compound sentence using co-ordinating conjunctions</p> <p>Identify compound sentences with a focus on S/V/O Write a compound sentence with co-ordinating conjunctions</p>



		Where does my full stop go?		listed conjunctions in a sentence.		Ensure that this skill is secure	
	Week 7	Write simple sentences (first person) Capital letter for personal pronoun I	Write simple sentences in the first, second and third person considering subject-verb agreement. Understand that when writing about the third person, they need to add an 's' (I run/she runs)	Begin to use listed coordinating conjunctions into their own writing accurately.	Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to have a subject and a verb. Recap the difference between a phrase and a clause. <i>Review week</i>	Revisit learning on subordinating conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and use a comma to separate the subordinate clause.	Revisit learning on subordinating conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and use a comma to separate the subordinate clause.
Autumn 1 Writing Achievement Task/Outcomes (To be filled in by English Lead)							



AI Autumn 2	Week 1	Write simple sentences Capital letter for names of people	Learn how and when to use the simple present tense using subject/verb agreement.	What is a preposition? Identify prepositions in a sentence. Write sentences using prepositions.	Spotlight Y3 Questions	Spotlight Y5 Questions Revisit Subordinating conjunctions (A WHITE BUS) Focus on starting a sentence with a subordinate clause and using a comma to separate the subordinate clause. Look at embedded subordinate clauses with an 'ed' with a comma to demarcate for meaning. Commas for clauses	Spotlight Y5 Questions Secure Subordinating conjunctions (A WHITE BUS) Focus on ending a sentence with a subordinate clause and embedding into a sentence. Commas for clauses
	Week 2	Write simple sentences Capital letter for names of people	Learn how and when to use the simple past tense using subject/verb agreement.	What is a prepositional phrase? Identify prepositional phrases in a sentence Write sentences using prepositional phrases.	Know the difference between the subject and the object. Look at the relationship between the subject/verb/object. Understand that a main clause has to have a subject and a verb.	Sentence types for effect, with a focus on combining compound and complex clauses to create a sentence. Also look at moving the clause around in the sentence for effect. Commas for clauses	Sentence types for effect, with a focus on combining compound and complex clauses to create a sentence. Commas for clauses

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					Recap the difference between a phrase and a clause.		
	Week 3	Write simple sentences Capital letter for names of places	Recap- what is a noun? What is a noun phrase? Identify nouns and noun phrases Recognise expanded noun phrases using the following guide: Determiner + adjective + noun	Revise prior learning on subordinating conjunctions when, if, that, because	Revise prior learning on co-ordinating conjunctions. Focus on when to use each conjunction. Recognise and write compound sentences using all of the coordinating conjunctions. (FANSBOYS)	What is a relative pronoun? (Who, which, that, whom, whose) Look at when to use the various pronouns. What is a relative clause? Identify relative clauses in various examples.	Secure use of relative clauses to create complex sentences. Manipulating where they appear in a sentence for effect. Commas for clauses
	Week 4	Write simple sentences Capital letter for names of places	What is an adjective? Identify adjectives in sentences. Write simple sentences adding adjectives to nouns to create	Introduce subordinating conjunctions until, although and even. Identify these subordinating conjunctions in a range of sentences Begin to explore the use/effect of the	Recognise and write compound sentences using all of the coordinating conjunctions. (FANSBOYS)	Write sentences with relative clauses at the beginning with 'who', 'which', 'were', 'when', 'whose', 'that' are omitted relative pronouns. Embedded relative clauses	Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.

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			expanded noun phrases.	listed conjunctions in a sentence.		Commas for clauses	
	Week 5	Write simple sentences punctuated with capital letter and full stop	<p>Statements: What is a statement</p> <p>Write a statement that begins with a capital letter and ends with a full stop.</p>	Still focusing on sentences where the subordinating conjunction is in the middle, extend the range of sentences with more than one clause using a range of subordinating conjunctions.	Can identify the use of paragraphs and begin to organise paragraphs around a theme.	<p>Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.</p> <p>Look at a range of different ways in which we can start sentences depending on text type/the effect we want our writing to have e.g. starting with an expanded 'ed' clause - <i>Frightened of the dark, Tom hid under the bed all night.</i> <i>Beginning with an adjective - Worried and confused, Amy...</i></p> <p>Ensure secure on commas for fronted adverbials</p>	Consolidate adverbs and adverbials. (TRAMP) Manipulating where they appear in a sentence for effect.

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	Week 6	Write simple sentences punctuated with capital letter and full stop	Look at the key words that questions begin with - 'Who' 'what' 'where' 'when' 'why' 'how'. Recognise questions by identifying these question words at the start of them.	Present perfect form of verbs instead of the simple past - has/have + past participle	Can identify the use of paragraphs and begin to organise paragraphs around a theme.	Perfect form of verbs to mark relationships of time and cause	Consolidate knowledge of prepositions and prepositional phrases. Manipulating where they appear in the sentence for effect.
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	Week 7	Consolidation and assessment techniques	<p>Recognise that questions begin with a capital letter and end with a question mark.</p> <p>Write their own questions using the question words above, ensuring that the questions begin with a capital letter and end with a question mark.</p> <p>Consolidation and assessment techniques</p> <p><i>Review week</i></p>	Consolidation and assessment techniques	Consolidation and assessment techniques	Consolidation and assessment techniques	<p>Consolidate knowledge of prepositions and prepositional phrases.</p> <p>Manipulating where they appear in the sentence for effect.</p> <p>Consolidation and assessment techniques</p>
Autumn 2 Writing Achievement Task/Outcomes							

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(To be filled in by English Lead)							
Spring 1	Week 1	What is the regular simple past tense?	Recognise when exclamation marks can be used - look at the sentence starters 'How' and 'What'.	Expressing time, place and cause using adverbs (for example then, next, soon, therefore) What is an adverb? Why do we use adverbs in our writing (TRaMP)? Identify adverbs in a passage.	Use headings and sub headings to aid presentation	Prepositions: Move onto developing fronted prepositional phrases for greater effect <i>e.g.</i> <i>Throughout the stormy winter....</i> <i>Far beneath the frozen soil.....</i>	Re-visit semi-colons to mark the boundary between clauses. Focus on the following: When is it appropriate to use semi-colons? What text type/register do semi-colons work well in? How to use semi-colons effectively so that our writing flows.
	Week 2	How to form the regular simple past tense	Write short sentences that end with an exclamation mark.	What is an adverbial? Identify adverbials in a passage?	Express time, place and cause using adverbs (for example then, next, soon, therefore) Expressing time, place and cause using adverbials	Recap what an expanded noun phrase is. Look at how to use expanded noun phrases effectively to embellish simple sentences. What effect does this have on the reader? When does it work well? When isn't it needed?	Re-visit and consolidate brackets, dashes and commas for parenthesis. Choosing the appropriate way to punctuate parenthesis depending on the text type/level of formality.



	Week 3	Write a simple sentence that contains a regular simple past tense verb e.g. she walked to school.	Identify the grammatical patterns that make a sentence a command. Write a command.	Write sentences using adverbs and adverbials to provide more information about the verb.	Fronted adverbials followed by a comma. Look at a range of ways to start a sentence with a subordinate clause, such as: <ul style="list-style-type: none"> - Beginning a sentence with an -ing phrase. - Beginning a sentence with two 'ly' adverbs - Beginning a sentence with a simile - Beginning a sentence with an 'ed' word. 	What is parenthesis? When and how to use brackets for parenthesis When and how to use dashes for parenthesis When and how to use commas for parenthesis	Re-visit and consolidate using semi-colons, colons and dashes to mark the boundary between two independent clauses. Focus on choosing the appropriate punctuation to mark the boundary between two independent clauses depending on text type/level of formality.
	Week 4	What are irregular past tense verbs?	Learn how to use the progressive forms of verbs in the present tense to make actions in progress using subject/verb	What is a paragraph? When to start a new paragraph	Revisit Year 3 learning on subordinating conjunctions. Introduce the full range (A WHITE BUS)	What is a semi-colon? When and how to use a semi-colon to mark the boundary between two independent clauses.	Look at a range of devices to link ideas across paragraphs.



			agreement eg she is drumming				
	Week 5	What is a question mark? Where does it go?	Learn how to use the progressive forms of verbs in the past tense to make actions in progress using subject/verb agreement eg he was shouting	Identifying paragraph themes	Revisit subordination when the subordinate clause is at the end of the sentence.	What is a colon? When and how to use a colon to mark the boundary between two independent clauses.	Look at a range of devices to link ideas across paragraphs.
	Week 6	Punctuate simple sentences with a question mark.	Re-cap compound sentences	Headings and sub-headings (linked to paragraph themes)	Recognise and use subordination at the front of the sentence with an 'ing' verb. Use a comma to demarcate the subordinate clause e.g. 'Flying through the air, Harry crashed into a hidden tree'.	What is a dash? When and how to use a dash to mark the boundary between two independent clauses	What is the difference between active and passive? When to use the passive.
	Week 7	Consolidation and assessment techniques <i>Review week</i>	Consolidation and assessment techniques <i>Review week</i>	Consolidation and assessment techniques <i>Review week</i>	Consolidation and assessment techniques <i>Review week</i>	What cohesive devices can we use to link our ideas across sentences?	What is the subjunctive mood? When to use the subjunctive mood?

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<p>Spring 1 Writing Achievement Task/Outcomes</p>								
<p>Spring 2</p>	<p>Week 1</p>	<p>What is an exclamation mark? Where does it go?</p>	<p>Know that 'and' 'but' 'or' are coordinating conjunctions and that they connect two simple sentences. Know that this type of sentences is called a compound sentence.</p>	<p>Identify the spoken word in a text. Understand that the spoken word needs to go between inverted commas</p>	<p>Recognise and use subordination in the form of an embedded clause with an 'ing' verb. Place a comma either side of the subordination e.g. <i>Tom, smiling secretly, hid the magic potion book.</i></p>	<p>How can we use adverbials to link our ideas across paragraphs?</p>		<p>What is a hyphen? Why are some words hyphenated? Hyphens for compound words to avoid ambiguity e.g. <i>man-eating shark</i></p>
	<p>Week 2</p>	<p>Punctuate simple sentences with an exclamation mark</p>	<p>Write a compound sentence using the coordinating conjunctions 'and' 'but' 'or'</p>	<p>Know to start the spoken word with a capital letter Know to place the appropriate piece of punctuation depending on the sentence type before closing the inverted commas. Say who said the words.</p>	<p>Commas for clauses</p>	<p>How can we use tense choices to link our ideas across paragraphs?</p>		<p>Colon to introduce a list and semi-colons within a list.</p>

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	Week 3	Understand that the coordinating conjunction 'and' connects two simple sentence and that it is called a compound sentence.	Understand that 'when' 'if' 'that' and 'because' are subordinating conjunctions.	Understand that when there is a new speaker, we need to start a new line.	Commas for clarity	Adverbs to indicate degrees of possibility: perhaps, surely	Punctuation of bullet points to list information
	Week 4	Identify compound sentences	Understand that subordinating conjunctions connect a main clause and a subordinate clause. Focus on sentences where the conjunction is in the middle of the sentence. Know that this type of sentence is called a complex sentence. Identify complex	Consolidation and assessment techniques <i>Review week</i>	How to vary sentence structure in a piece of writing for effect.	Modal verbs to indicate degrees of possibility: might, should, will, must	Layout devices - teacher to decide when to teach as needs teaching during the relevant genre - headings/sub-headings/columns/bullet points/tables and paragraphs.

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			sentences. Pick out the main and the subordinate clause where the main clause precedes the subordinate clause. Identify the subordinating conjunction.				
	Week 5	Orally use the coordinating conjunction 'and'	Write a complex sentence with the subordinating conjunction in the middle of the sentence. <i>E.g. I bought a new television because the old one broke.</i>		How to vary sentence structure in a piece of writing for effect		
	Week 6	Write a compound sentence using the coordinating conjunction 'and'	Consolidation and assessment techniques <i>Review week</i>		Consolidation and assessment techniques <i>Review week</i>		



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		Consolidation and assessment techniques <i>Review week</i>					
Spring 2 Writing Achievement Task/Outcomes							
Summer 1							
	Week 1		<p>What is an apostrophe?</p> <p>How do we use apostrophes when writing the contracted form?</p> <p>Identifying the contracted form and knowing what the full form is.</p>		<p>Revisit prior learning on expanded noun phrases.</p> <p>Focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>		

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	Week 2		Writing the contracted form in a sentence and punctuating accurately in a sentence.		Look at changing the adjective in an expanded noun phrase, or choosing a more specific noun to give greater effect.		
	Week 3		How do we use apostrophes to show singular possession? Identifying apostrophes for singular possession		Use a range of prepositions - at, underneath, since, towards, beneath, beyond and prepositional phrases. Start a sentence with a prepositional phrase. Know the difference between a preposition and an adverb.		
	Week 4		Using apostrophes for singular possession in their writing		Appropriate choice of pronoun/noun for cohesion and to avoid repetition.		
	Week 5		What is a comma? How to use commas to separate items in a list.		Apostrophes for singular possession		

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			Children to write a sentence using commas to separate items in a list.				
Summer 1 Writing Achievement Task/Outcomes							
Summer 2							
	Week 1				Apostrophes for plural possession		
	Week 2				Revisit learning on including speech in our writing from Year 3		
	Week 3				How to use inverted commas when the speech is preceded by the speaker e.g. <i>Joshua yelled, 'Sit down!'</i>		
	Week 4				How to write in the future tense.		

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	Week 5						
	Week 6						
	Week 7						
Summer 2 Writing Achievement Task/Outcomes							
Sentence		How words combine to make a sentence. Joining words and clauses using 'and'.	Subordination using when, if, that because. Co-ordination using or, and, but. Expanded noun phrases. Sentence types.	Extend the range of sentences with more than one clause using a range of conjunctions, including when, if, although, because. Expressing time, place and cause using conjunctions, adverbs or prepositions.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials.	Expanded noun phrases. Relative clauses Adverbs to indicate degrees of possibility or modal verbs.	Passive verbs to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech - question tags, subjunctive form.
Text		Sequencing sentences to form a narrative.	Present and past tense. Progressive forms of verbs in the present and past tense.	Paragraphs. Headings and sub-headings. Present perfect form of verbs instead of the simple past.	Paragraphs Appropriate choice of pronoun/noun for cohesion.	Cohesive devices within paragraphs. Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	Wide range of devices to link ideas across paragraphs. Layout devices.

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						Perfect form of verbs to mark relationships of time and cause.	
Punctuation		<p>Separation of words with spaces.</p> <p>Capital letters, full stops, question marks, exclamation marks.</p> <p>Capital letters for names and the personal pronoun 'I'</p>	<p>Capital letters, full stops, question marks, exclamation marks.</p> <p>Commas in a list.</p> <p>Apostrophes for contraction.</p> <p>Apostrophes for possession.</p>	Inverted commas to punctuate direct speech.	<p>Inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes for plural possession.</p> <p>Commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p>	<p>Semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Colon to introduce a list and semi-colons within a list.</p> <p>Punctuation of bullet points to list information.</p> <p>Hyphens to avoid ambiguity.</p>
Terminology		<p>Letter, capital letter</p> <p>word, singular, plural</p> <p>sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Noun, noun phrase</p> <p>Statement, question, exclamation, command</p> <p>Compound, suffix</p> <p>Adjective, adverb, verb</p> <p>Tense (past present)</p> <p>Apostrophe, comma</p>	<p>Preposition, conjunction</p> <p>Word family, prefix</p> <p>Clause, subordinate clause</p> <p>Direct speech</p> <p>Consonant, consonant letter vowel, vowel letter</p> <p>Inverted commas</p>	<p>Determiner</p> <p>Pronoun, possessive pronoun</p> <p>Adverbial</p>	<p>Modal verb, relative pronoun</p> <p>Relative clause</p> <p>Parenthesis, bracket, dash</p> <p>Cohesion, ambiguity</p>	<p>Subject, object</p> <p>Active, passive</p> <p>Synonym, antonym</p> <p>Ellipsis, hyphen, colon, semi-colon, bullet points</p>