



Roots to Grow and
Wings to Fly

ENGLISH - Curriculum Overview

YEAR 1

Writing - Transcription

Pupils should be taught to:

Spelling (see [English Appendix 1](#))

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting and presentation

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

APPENDIX 1 – Spelling Year 1

The sounds /t/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss,

The /ŋ/ sound spelt n before k bank, think, honk, sunk

Division of words into syllables pocket, rabbit, carrot, thunder, sunset

-tch catch, fetch, kitchen, notch, hutch

The /v/ sound at the end of words have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches

Adding the endings –ing, –ed and –er to verbs where no change is needed

to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer,

Adding –er and –est to adjectives where no change is needed to the root

word grander, grandest, fresher, freshest, quicker, quickest

ai rain, wait, train, paid, afraid

oi oil, join, coin, point, soil

ay day, play, say, way, stay

oy boy, toy, enjoy, annoy

a-e made, came, same, take, safe

e-e these, theme, complete

i-e five, ride, like, time, side **o-e** home, those, woke, hope, hole

u-e June, rule, rude, use, tube, tune **ar** car, start, park, arm, garden

ee see, tree, green, meet, week

a (/i:/) sea, dream, meat, each, read (present tense)

ea (/ɛ/) head, bread, meant, instead, read (past tense)

er (/ɜ:/) (stressed sound): her, term, verb, person

er (/ə/) (unstressed schwa sound): better, under, summer, winter, sister

ir girl, bird, shirt, first, third

ur turn, hurt, church, burst, Thursday

oo (/u:/) food, pool, moon, zoo, soon

oo (/ʊ/) book, took, foot, wood, good

oa boat, coat, road, coach, goal

oe toe, goes

ou out, about, mouth, around, sound

ow (/aʊ/) now, how, brown, down, town

ow (/əʊ/) own,

blow, snow,

grow, show

ue blue, clue, true, rescue, Tuesday

ew new, few, grew, flew, drew, threw

ie (/aɪ/) lie, tie, pie, cried, tried, dried

ie (/i:/) chief, field, thief

igh high, night, light, bright, right

or for, short, born, horse, morning

ore more, score, before, wore, shore

aw saw, draw, yawn, crawl

au author, August, dinosaur, astronaut

air air, fair, pair, hair, chair

ear dear, hear, beard, near, year

ear (/ɛə/) bear, pear, wear

are (/ɛə/) bare, dare, care, share, scared

Words ending –y (/i:/ or /ɪ/) very, happy, funny, party, family

New consonant spellings

ph dolphin, alphabet, phonics, elephant

wh when, where, which, wheel, while

Using k for the /k/ sound Kent, sketch, kit, skin, frisky

Adding the prefix –un unhappy, undo, unload, unfair, unlock

Compound words football, playground, farmyard, bedroom, blackberry

Common exception words

Writing - Composition	Vocabulary, grammar and punctuation	Appendix 2 – Grammar Year 1
<p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix ur- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun / <p>Terminology for pupils [+ noun, adjective, suffix, verb]</p> <p><i>letter, capital letter</i></p> <p><i>word, singular, plural</i></p> <p><i>sentence punctuation, full stop, question mark, exclamation mark</i></p>

<h2>Writing - Transcription</h2> <p>Pupils should be taught to:</p> <p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 2</p> <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<h2>Handwriting and presentation</h2> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
<h2>APPENDIX 1 – Spelling Year 2</h2>	
<h2>Writing - Composition</h2> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<h2>Vocabulary, grammar and punctuation</h2> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<h2>Appendix 2 – Grammar Year 2</h2> <ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i></p>	

Writing - Transcription				Handwriting and presentation				
Pupils should be taught to:				Pupils should be taught to:				
Spelling (see English Appendix 1) <ul style="list-style-type: none">use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell words that are often misspell (English Appendix 1)place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				<ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
APPENDIX 1 – Spelling Year 3 and 4								
Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, The /ɪ/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery The /ʌ/ sound spelt ou young, touch, double, trouble, country More prefixes dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect il- : illegal, illegible, im- : immature, immortal, impossible, impatient, imperfect ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge			inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anti-clockwise, antisocial auto- : autobiography, autograph The suffix –ation information, adoration, sensation, preparation, admiration The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous Endings which sound like /ən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician			Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation) Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's		
Word List – Year 3/4 accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build	busy/business calendar caught centre century certain circle complete consider continue decide describe	different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous	favourite February forward(s) fruit grammar group guard guide heard heart height	history imagine increase important interest island knowledge learn length library material	medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular	peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose	quarter question recent regular reign remember sentence separate special straight strange	strength suppose surprise therefore though/although thought through various weight woman/women
Writing - Composition			Vocabulary, grammar and punctuation			Appendix 2 – Grammar Year 3		
Pupils should be taught to:			Pupils should be taught to:					
plan their writing by: <ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammardiscussing and recording ideas draft and write by: <ul style="list-style-type: none">composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)organising paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none">assessing the effectiveness of their own and others' writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproof-read for spelling and punctuation errorsread aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughusing the present perfect form of verbs in contrast to the past tensechoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and causeusing fronted adverbialslearning the grammar for years 3 and 4 in English Appendix 2indicate grammatical and other features by:<ul style="list-style-type: none">using commas after fronted adverbialsindicating possession by using the possessive apostrophe with plural nounsusing and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.			<ul style="list-style-type: none">Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]Introduction to inverted commas to punctuate direct speech Terminology for pupils <i>preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>		

Writing - Transcription				Handwriting and presentation				
Pupils should be taught to:				Pupils should be taught to:				
<div>Spelling (see English Appendix 1)</div> <div><ul style="list-style-type: none">use further prefixes and suffixes and understand how to add them (English Appendix 1)spell further homophonesspell words that are often misspelt (English Appendix 1)place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]use the first two or three letters of a word to check its spelling in a dictionarywrite from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</div>				<div><ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</div> <div><ul style="list-style-type: none">increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</div>				
APPENDIX 1 – Spelling Year 3 and 4								
<div>Adding suffixes beginning with vowel letters to words of more than one syllable forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener,</div> <div>The /z/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery</div> <div>The /n/ sound spelt ou young, touch, double, trouble, country</div> <div>More prefixes</div> <div>dis-: disappoint, disagree, disobey</div> <div>mis-: misbehave, mislead, misspell (mis + spell)</div> <div>in-: inactive, incorrect</div> <div>il-: illegal, illegible,</div> <div>im-: immature, immortal, impossible, impatient, imperfect</div> <div>ir-: irregular, irrelevant, irresponsible</div> <div>re-: redo, refresh, return, reappear, redecorate</div> <div>sub-: subdivide, subheading, submarine, submerge</div>			<div>inter-: interact, intercity, international, interrelated (inter + related)</div> <div>super-: supermarket, superman, superstar</div> <div>anti-: antiseptic, anti-clockwise, antisocial</div> <div>auto-: autobiography, autograph</div> <div>The suffix –ation information, adoration, sensation, preparation, admiration</div> <div>The suffix –ly sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly), happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically</div> <div>Words with endings sounding like /ʒə/ or /tʃə/ measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</div> <div>Endings which sound like /ʒən/ division, invasion, confusion, decision, collision, television</div> <div>The suffix –ous poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</div> <div>Endings which sound like /ən/, spelt –tion, –sion, –ssion, –cian invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician</div>			<div>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</div> <div>Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</div> <div>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique</div> <div>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent</div> <div>Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey</div> <div>Possessive apostrophe with plural words girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's opulation)</div> <div>Homophones or near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</div>		
<div>Word List – Year 3/4</div> <div>accident(ally)</div> <div>actual(ly)</div> <div>address</div> <div>answer</div> <div>appear</div> <div>arrive</div> <div>believe</div> <div>bicycle</div> <div>breath</div> <div>breathe</div> <div>build</div>	<div>busy/business</div> <div>calendar</div> <div>caught</div> <div>centre</div> <div>century</div> <div>certain</div> <div>circle</div> <div>complete</div> <div>consider</div> <div>continue</div> <div>decide</div> <div>describe</div>	<div>different</div> <div>difficult</div> <div>disappear</div> <div>early</div> <div>earth</div> <div>eight/eighth</div> <div>enough</div> <div>exercise</div> <div>experience</div> <div>experiment</div> <div>extreme</div> <div>famous</div>	<div>favourite</div> <div>February</div> <div>forward(s)</div> <div>fruit</div> <div>grammar</div> <div>group</div> <div>guard</div> <div>guide</div> <div>heard</div> <div>heart</div> <div>height</div>	<div>history</div> <div>imagine</div> <div>increase</div> <div>important</div> <div>interest</div> <div>island</div> <div>knowledge</div> <div>learn</div> <div>length</div> <div>library</div> <div>material</div>	<div>medicine</div> <div>mention</div> <div>minute</div> <div>natural</div> <div>naughty</div> <div>notice</div> <div>occasion(ally)</div> <div>often</div> <div>opposite</div> <div>ordinary</div> <div>particular</div>	<div>peculiar</div> <div>perhaps</div> <div>popular</div> <div>position</div> <div>possess(ion)</div> <div>possible</div> <div>potatoes</div> <div>pressure</div> <div>probably</div> <div>promise</div> <div>purpose</div>	<div>quarter</div> <div>question</div> <div>recent</div> <div>regular</div> <div>reign</div> <div>remember</div> <div>sentence</div> <div>separate</div> <div>special</div> <div>straight</div> <div>strange</div>	<div>strength</div> <div>suppose</div> <div>surprise</div> <div>therefore</div> <div>though/although</div> <div>thought</div> <div>through</div> <div>various</div> <div>weight</div> <div>woman/women</div>
Writing - Composition			Vocabulary, grammar and punctuation		Appendix 2 – Grammar Year 4			
Pupils should be taught to:			Pupils should be taught to:					
<div>plan their writing by:</div> <div><ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammardiscussing and recording ideas</div> <div>draft and write by:</div> <div><ul style="list-style-type: none">composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)organising paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices [for example, headings and sub-headings]</div> <div>evaluate and edit by:</div> <div><ul style="list-style-type: none">assessing the effectiveness of their own and others' writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproof-read for spelling and punctuation errorsread aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</div>			<div>develop their understanding of the concepts set out in English Appendix 2 by:</div> <div><ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughusing the present perfect form of verbs in contrast to the past tensechoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and causeusing fronted adverbialslearning the grammar for years 3 and 4 in English Appendix 2indicating grammatical and other features by:using commas after fronted adverbialsindicating possession by using the possessive apostrophe with plural nounsusing and punctuating direct speech</div> <div>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</div>		<div><ul style="list-style-type: none">The grammatical difference between plural and possessive –sStandard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]Use of paragraphs to organise ideas around a themeAppropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetitionUse of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]Use of commas after fronted adverbials</div> <div>Terminology for pupils</div> <div>determiner</div> <div>pronoun, possessive pronoun</div> <div>adverbial</div>			