

Curriculum Map

Vocabulary and Grammar

Class/Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Minnows Y1	-Nouns (object/ subject) -Adjectives (describing)	-Verbs (do/be/have) -Sentences (Rules)	-Sentences -Questions -Commands -Exclamations	-Co-ordinating Conjunctions using and.	-Orally use alliteration -Orally use simple similes	-Plural noun suffixes end 's' -Prepositions up, down, in, into etc.	Suffixes with no change to the root word -ed, -ing, -er	-First person and third person	-Tense: past and present	-Specific adjectives -Basic synonyms	-Prefix 'un' to create antonyms -Connectives of sequence	Review and Revisit
Dragonflies Y2-3	-Specific Nouns -Noun Phrases -Expanded Noun Phrases	-Varied verbs for effect -Sentences (Identifying errors)	-Sentences -Questions -Commands -Exclamations -Statements	-Co-ordinating Conjunctions using and, or, but	-Alliteration in writing -Simple similes in writing	-Plural noun suffixes – use of 's' and 'es' -Prepositions behind, above, etc.	Comparative & superlative suffixes, -er and -est -Suffixes -ful and -less	-First person, second person and third person	-Past tense by adding -ed -Continuous (progressive) tense	-Adding -ly to adjectives to create adverbs -Varied synonyms -Onomatopoeia	-Suffixes 'ness', 'er' to make nouns -Subord. Conjunctions, e.g. when, if	Review and Revisit
Frogs Y3-4 LAP	-Nouns using prefixes: auto, anti, super, under -Understand word families	-Past perfect verbs (had +past participle) -Present perfect verbs.	-Knowing when to use 'a' and 'an.' -Phrases and clauses. -Paragraphs	-Compound sentences. -Express time/place w/ coordinating conjunctions.	Consolidation of alliteration, onomatopoeia and similes. -Fronted adverbials	-Express time & place using prepositions. Prepositions e.g 'next to' & 'by the side of'	-Homophones and their meanings, e.g. 'bear' and 'bare.'	-Personal pronouns. -Possessive adjectives, e.g. mine	-Subject and object of sentence. -Irregular past tense verbs. -Quantifiers.	-Exaggerated language -Technical vocabulary to add detail.	-Powerful verbs, synonyms for 'said', 'go.' -List of three persuade	Review and Revisit
Frogs Y3-4 HAP	-Compound nouns -Adjectives ending 'ed'	-Verbs starting sentences -Sentences with 3 actions -Past perfect continuous	-Informal and formal language. -Drop-in clauses -Paragraphs	-Compound sentences using all coordinating conjunctions. -Complex sen.	-Expanded noun phrases with additional, specific details.	-Plural words ending 'f' or 'fe' to 'ves'. -Plural nouns ending 'y' -Prepositions e.g. at, since.	-Changing 'y' to 'i' in comparative/ superlative	-Pronouns to avoid repetition. -Specific determiners, e.g. their, whose.	-Modal verbs: could, would, should.	-Powerful verbs/ uplevelling -Difference between preposition and adverb.	-Prefixes for antonyms, e.g. il, im, in -Repetition for persuade	Review and Revisit
Newts Y4-5	-Embellishing simple sentences -Editing for effect and meaning.	-Start complex sentence with subordinate clause. Start sentence 'ed' word.	-Parenthesis -Drop-in 'ed' clauses within sentences, accurately demarcated.	-Secure use of compound sentences. -Relative clauses and pronouns.	-Effective similes Onomatopoeia -Metaphors Personification	-Fronted prepositional phrases -Linking ideas across paragraphs	-Suffixes: Converting nouns or adjectives into verbs, ate, ise, ify -Layout dev.	-Indefinite pronouns, e.g. somebody, no one.	-Indicating degrees of possibility w/ modal verbs- Future tense verbs	-Indicating degrees of possibility w/ adverbs. -Develop technical lang.	-Cohesion connectives, e.g. summarise -Prefixes 'dis', 'de', 'mis' -Rhetorical Qs	Review and Revisit
Kingfishers Y5-6	-Embellishing sentences -Abstract nouns -Hyphenated compound words.	-Collective nouns -Pronouns, relative/ possessive	-Informal/ formal speech, e.g. find out/ discover, ask for/ request.	Consolidation of compound and complex sentences -Relative clauses	-Effective similes Onomatopoeia -Metaphors Personification	-Fronted prepositional phrases -Linking ideas across paragraphs	-Layout devices -Bullet points for lists.	-Identify subject and object of sentences.	-Full range modal/ auxiliary verbs. -Past, present, future tense	-Using precise, exact synonyms -Antonyms using prefixes	-Connectives to signpost and cohesion -Repetition for effect -Rhetorical Qs	Review and Revisit

Note: Colour coding shows the writing text type being taught at the time (SPAG concepts immediately applied). **Narrative**, **Non-Fiction**, **Poetry**, **Playscripts**

Curriculum Map

Punctuation

Class/Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Minnows Y1	-Capital Letters at the beginning of sentences -Full Stops	-Capital letters for 'I' -Capital letters for days of the week.	-Question marks at the end of questions	-Recognition of speech marks and their purpose.	-Recognition of commas and their purpose in lists.	-Review and Revisit of punctuation taught thus far.	-Capital Letters at the beginning of sentences -Full Stops	-Capital letters for 'I' -Capital letters for days of the week.	-Question marks at the end of questions	-Recognition of speech marks and their purpose.	-Recognition of commas and their purpose in lists.	Review and Revisit
Dragonflies Y2-3	-Sentences with capital letters wherever needed and full stops.	-Capital letters rules known and applied consistently	-Exclamation marks to end exclamations. -Statements correctly punctuated	-Spoken words placed into speech marks with capital letter	-Commas used to separate items in a list. -Apostrophes for omission.	Review and Revisit of punctuation taught thus far.	-Sentences with capital letters wherever needed and full stops.	-Capital letters rules known and applied consistently	-Exclamation marks to end exclamations. -Statements correctly punctuated	-Spoken words placed into speech marks with capital letter	-Commas used to separate items in a list. -Apostrophes for omission.	Review and Revisit
Frogs Y3-4 LAP	-Hyphens for compound nouns	-Capital letters for proper nouns inc. all names and places	-Revisit capitals, full stops, exclamations, question marks	-Punctuation before closing inverted commas.	-Comma after fronted adverbial phrases.	Review and Revisit of punctuation taught thus far.	-Hyphens for compound nouns	-Capital letters for proper nouns inc. all names and places	-Revisit capitals, full stops, exclamations, question marks	-Punctuation before closing inverted commas.	-Comma after fronted adverbial phrases.	Review and Revisit
Frogs Y3-4 HAP	-Hyphens for compound nouns	-Capital letters for all proper nouns, inc. months, titles, languages.	-Revisit capitals, full stops, exclamations, question marks	-Inverted commas: spkr before speech. -New speaker, new line.	-Possessive apostrophes for regular single and plural nouns.	Review and Revisit of punctuation taught thus far.	-Hyphens for compound nouns	-Capital letters for all proper nouns, inc. months, titles, languages.	-Revisit capitals, full stops, exclamations, question marks	-Inverted commas: spkr before speech. -New speaker, new line.	-Possessive apostrophes for regular single and plural nouns.	Review and Revisit
Newts Y4-5	Understanding of when to use hyphens and not.	-Commas to break up sentences and avoid ambiguity.	-Brackets, dashes and commas for parenthesis.	-Speech always in inverted commas. All rules applied.	-Possessive apostrophes for single and plural nouns.	-Colons for playscripts and to start a list	Review and Revisit of punctuation taught thus far.	-Commas to break up sentences and avoid ambiguity.	-Brackets, dashes and commas for parenthesis.	-Speech always in inverted commas. All rules applied.	-Possessive apostrophes for single and plural nouns.	Review and Revisit
Kingfishers Y5-6	-Dashes to mark clause boundaries. -Difference between dash and hyphen.			-Inverted commas always used accurately with other punctuation.	-Semicolons to demarcate in a list. Ellipsis to create suspense and show missing.	-Colons for playscripts and to start a list -Colons to mark clause boundaries.	Review and Revisit of punctuation taught thus far.					Review and Revisit

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