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| **Focus** | **Class 2** | **Class 3** | **Class 4** | **Class 7** | **Class 8** | **Class 9** | **Class 10** | **Class 11** |
| Grammar - Word | Use plural noun suffixes -s and -es  | Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un- Form adjectives using suffixes such as *–ful*, *–less* Use the suffixes *–er*, *–est* in adjectives and use –ly in Standard English to turn adjectives into adverbs | Form nouns using suffixes such as –*ness*, *–er* and by compounding Form adjectives using suffixes such as *–ful*, *–less* Use the suffixes *–er*, *–est* in adjectives and use –ly in Standard English to turn adjectives into adverbs  | Form nouns with a range of prefixes [*super–*, *anti–*, *auto–*] Use *a* or *an* according to whether the next word begins with a vowel or con-sonant Word families based on common words, showing how words are related in form and meaning | Recognise the grammatical difference between plural and possessive *–s* Use standard English forms for verb inflections instead of local spoken forms  | Recognise the grammatical difference between plural and possessive *–s* Use standard English forms for verb inflections instead of local spoken forms | Convert nouns or adjectives into verbs using suffixes [–*ate; –ise; –ify*] Use verb prefixes [*dis–*, *de–*, *mis–*, *over– and re–*]  | Recognise vocabulary and structures for formal speech and writing *(Unit 18, 19, 24)*, including subjunctive forms *(Unit 27)*Introduce subject and object *(Unit 1)* |
| GrammarSentence - Cohesion Detail |  | Write expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]  | Write expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]  |  | Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases Ensure parenthesis is used correctly and accurately for relative clauses.  | Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Ensure parenthesis is used correctly and accurately for relative clauses. | Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronounEnsure parenthesis is used correctly and accurately for relative clauses.  | Use of the passive to affect the presentation of information in a sentence *(Unit 10)*The difference between structures typical of informal speech and structures appropriate for formal speech and writingThe use of subjunctive forms |
| Grammar sentence - Cohesion Varying sentence types | Combine words to make sentences Leave spaces between words Join words and clauses using *and* Sequence sentences to form short narratives  | Combine words to make sentences Leave spaces between words Join words and clauses using *and* Sequence sentences to form short narratives  | Use subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*), followed by a commaWrite sentences with different forms: Statement, question, exclamation or command  | Express time, place and cause using conjunctions, followed by a comma [*when*, *before*, *after*, *while*, *so*, *because*]adverbs, followed by a comma [*then*, *next*, *soon*, *therefore*] prepositions [*before*, *after*, *during*, *in*, *because of*]  | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* Ensure the correct use of commas for a subordinate clauses at the start of a sentence | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although* Ensure the correct use of commas for a subordinate clauses at the start of a sentence | Ensure the correct use of commas for a subordinate clauses at the start of a sentence | Use subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech *(Unit 11)* Use of subordinate clauses, relative clauses *(Unit 10)* Ensure the correct use of commas for a subordinate clauses at the start of a sentence |
| GrammarCohesion - Paragraphs |  |  |  | Begin to group related ideas into paragraphs Use headings and sub-headings to aid presentation | Use paragraphs to organise ideas around a theme Use Fronted adverbials, followed by a commaChoose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition | Devices to build cohesion within a paragraphUse Fronted adverbials, followed by a comma  | Devices to build cohesion within a paragraphLinking ideas across paragraphs using adverbials of time, place and number or tense choices  | Use layout devices *(Unit 13, unit 16)* Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis] Recap on using a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition *(Unit 22)*  |
| GrammarCohesion - Tenses | Correct choice and use of present tense and past tense throughout writing  | Correct choice and consistent use of present tense and past tense throughout writing | Correct choice and consistent use of present tense and past tense throughout writing |  Use the present perfect form of verbs instead of the simple past  |  | Use modal verbs | Link ideas using tense choices Use modal verbs or adverbs to indicate degrees of possibility  |  |
| Grammar - Punctuation | Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  | Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Punctuate sentences using a capital letter and a full stop, question mark or exclamation markUse commas to separate items in a list   | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns  | Use inverted commas to punctuate direct speech  | Use commas after fronted adverbials Indicate apostrophes to mark plural possession Use inverted commas and other punctuation to indicate direct speech  | Begin to use brackets, dashes or commas to indicate parenthesisPunctuate direct speech accurately.  | Use commas to clarify meaning or avoid ambiguity Punctuate direct speech accurately.Use brackets, dashes or commas to indicate parenthesis  | Use the semi-colon, colon and dash to mark the boundary between independent clauses *(Unit 25)*Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity *(Unit 15)*Uses of ellipsis *(Unit 21)* |
| Terminology | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, verb, adjective | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, suffix, prefix, verb, adjective, noun, question, exclamation, command, tense, comma | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma | preposition, conjunctionprefixclause, subordinate clausedirect speechconsonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’), determiner, article | Pronoun, possessive pronoun, adverbial, inverted commas, apostrophes, determiner, article | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, determiner, article | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, determiner, article | subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, determiner, article |
| Non negotiables | Golden sentences, nouns, verbs?!. | Golden sentences, nouns, verbs, adjectives, conjunctions ?!. | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs?!. | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs?!. | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs?!. | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs?!.Beginning to use punctuation for parenthesis  | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs, fronted adverbials, expanded noun phrases, punctuation for parenthesis?!. | Golden sentences, nouns, verbs, adjectives, conjunctions, adverbs, fronted adverbials, expanded noun phrases, punctuation for parenthesis?!.;() |

\*Golden sentences – capital letter, finger spaces, full stop.