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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)* |
| Grammar  Sentence - 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 pronoun  Ensure 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 writing  The 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 comma  Write 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 |
| Grammar  Cohesion - 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 comma  Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition | Devices to build cohesion within a paragraph  Use Fronted adverbials, followed by a comma | Devices to build cohesion within a paragraph  Linking 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)* |
| Grammar  Cohesion - 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 mark  Use 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 parenthesis  Punctuate 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, conjunction  prefix  clause, subordinate clause  direct speech  consonant, consonant letter vowel, vowel letter  inverted 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.