

Northcote Primary School - GPS Coverage

Year Group and vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 - Vocabulary	Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark					
<p>To leave spaces between words</p> <p>Recognise capital letters and full stops when reading and name them correctly</p> <p>Begin to use the term sentence</p> <p>Know that a line of writing is not necessarily a sentence</p> <p>Begin to use full stops to demarcate sentences</p> <p>To use a capital letter for the personal pronoun and the start of a sentence</p> <p>To join words and join sentences using 'and'</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of</p>	<p>To leave spaces between words</p> <p>Recognise capital letters and full stops when reading and name them correctly</p> <p>Begin to use the term sentence</p> <p>Know that a line of writing is not necessarily a sentence</p>	<p>To leave spaces between words</p> <p>Begin to use full stops to demarcate sentences</p> <p>To use a capital letter for the personal pronoun and the start of a sentence</p> <p>To join words and join sentences using 'and'</p>	<p>To leave spaces between words</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To join words and join sentences using 'and'</p>	<p>To use the term sentence appropriately</p> <p>To identify sentences within text i.e. those demarcated by capital letters and full stops</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To join words and join sentences using 'and'</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>	<p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To use capital letters for the personal pronoun I, for names and for the start of a sentence</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>	<p>Through reading and writing to reinforce knowledge of the term sentence</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To use exclamation marks within</p>

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<p>Year 2 - Vocabulary</p>	<p>Covered in half- termly tests - 10 questions</p> <hr/> <p>To know the vocabulary taught in year 1. Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma</p>					
<p>Year 2</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To identify nouns within sentences</p> <p>To use nouns accurately within sentences</p> <p>To know and use Proper Nouns</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</p> <p>To know what an adjective is</p> <p>To identify adjectives within sentences</p> <p>To use adjectives accurately within sentences</p> <p>To know how the grammatical patterns in a sentence indicate its</p>	<p>To use capital letters (Q1, 9), full stops (Q6), question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To identify nouns within sentences</p> <p>To use nouns accurately within sentences</p> <p>To know and use Proper Nouns (Q4)</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but)(Q3, 10) for description and specification</p>	<p>To use capital letters (Q5), full stops, question marks (Q3, 10) and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To be able to expand nouns phrases for description and specification (adjectives - Q4)</p> <p>ALAN PEAT - 2A</p> <p>To know what an adjective is</p> <p>To identify adjectives within sentences</p> <p>To use adjectives accurately within sentences</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but, so - Q7) for description and specification</p> <p>To use commas to separate items in a list (2A - Q2)</p>	<p>To use capital letters (Q10), full stops, question marks and exclamation marks (commands - Q9) to demarcate sentences, including in the use of Proper Nouns.</p> <p>To be able to expand nouns phrases for description and specification (adjectives - Q1)</p> <p>To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (wait, waiting, waited, waiter) (Q1, 6)</p> <p>To know what a verb is</p> <p>To identify verbs within sentences</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>To use commas to separate items in a list (2A - Q3)</p>	<p>To use capital letters, full stops, question marks (Q1) and exclamation marks (commands - Q7) to demarcate sentences, including in the use of Proper Nouns.</p> <p>To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in (Q8) the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>To use apostrophes to mark where letters are missing in spelling (Q9) and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list (2A - Q4, 6)</p>	<p>To use capital letters, full stops (Q4), question marks and exclamation marks (command - Q3) to demarcate sentences, including in the use of Proper Nouns (q1).</p> <p>To be able to expand nouns phrases for description and specification (adjectives - (Q9,10))</p> <p>To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) (Q2).</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q5)</p> <p>To use commas to separate items in a list. (Q8)</p>	<p>To use capital letters (Q4), full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns. (Questions and statements - Q2)</p> <p>Selecting correct punctuation to end a sentence. (!...?)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q1)</p> <p>To use commas to separate items in a list (Q6)</p> <p>-Verb form -am ,will be, have, was (Q3, 9)</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but, because - Q5) for description and specification</p> <p>Adjectives (Q7)</p>

<p>function as a statement, question, exclamation or command</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use correct choice and consistent use of present and past tense throughout writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>To know what a verb is To identify verbs within sentences To use verbs accurately within sentences To write sentences with subject-verb agreements To correct sentences with subject/verb agreements that are incorrect</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list</p> <p>Selecting correct punctuation to end a sentence. (!...?.)</p>	<p>-Verb form (visit, visitor, visited) (q5) Was / were (Q8)</p> <p>-Suffixes(-ing) (Q7)</p>	<p>-Verb form (clean, cleaner, cleaned, cleaning) (q6)</p> <p>-Prefix (-un) (Q9)</p> <p>-Suffixes(-ful, -ment, -ness) (Q1)</p>	<p>-Contractions (don't) (Q4)</p> <p>-Nouns and plural nouns (Q7,8)</p> <p>-Suffixes(-er, -ful, -less, -ly)(Q5)</p>	<p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but, because - Q3) for description and specification</p> <p>-Suffixes(-er, -est, -ly, -ness) (Q2)</p>	<p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but, because, so- Q7) for description and specification</p>	<p>-Suffixes(-al, -er, -ible, -ly) (Q2, 10)</p>
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Year 3 - Vocabulary	Covered in half - termly tests - 20 questions					
<p>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)</p> <p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p> <p>To use the present perfect form of verbs instead of the simple past</p>	<p>Continued from Y2...</p> <p>To use capital letters (Q1,6), full stops, question marks and exclamation marks (commands - Q2) to demarcate sentences, including in the use of Proper Nouns.</p> <p>Suffixes(-ness) (Q5)</p> <p>-Commas in lists (Q10)</p> <p>-Verb form (look, looking, looked) (Q8)</p> <p>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of) and, if , when (Q6, 9)</p> <p>ALAN PEAT - BOYS (BUT)</p>	<p>Continued from Y2...</p> <p>To use capital letters full stops (Q6, 12), question marks (Q7) and exclamation marks (Q11)to demarcate sentences, including in the use of Proper Nouns.</p> <p>To know and use Proper Nouns (Q1)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q3)</p> <p>-Verb form (has been, is, was, will be) (Q16)</p> <p>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because (Q5, 10), adverbs or prepositions (e.g. in over up at)</p>	<p>Continued from Y2...</p> <p>To use capital letters (Q7),full stops, question marks (Q15, 17) and exclamation marks (Q15) to demarcate sentences, including in the use of Proper Nouns</p> <p>-Commas in lists (Q12)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q10, 19)</p> <p>-Verb form (am, has, will, was) (Q1, 6)</p> <p>To express time, place and cause using conjunctions (Q11) (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)</p> <p>To understand what prepositions (Q3) are and</p>	<p>Continued from Y2...</p> <p>To use capital letters (Q20) ,full stops, question marks (Q6, 9) and exclamation marks (Q6) to demarcate sentences, including in the use of Proper Nouns</p> <p>Commas in lists (Q16)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q4, 7)</p> <p>To use apostrophes to show possession (Q3)</p> <p>-Verb form (lived, lives, has lived) (Q10)</p> <p>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because (Q14), adverbs or prepositions (e.g. before, after, during, in, because of)</p> <p>To understand what prepositions (Q5) are and</p>	<p>Continued from Y2...</p> <p>To use capital letters (Q1) ,full stops, question marks (Q6, 11) and exclamation marks (commands - Q6) to demarcate sentences, including in the use of Proper Nouns</p> <p>Commas in lists (Q4)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q8)</p> <p>-Verb form (am, have been, was, will Q12)</p> <p>To use the present perfect form of verbs instead of the simple past</p> <p>To understand what prepositions (Q7) are and</p>	<p>Continued from Y2...</p> <p>To use capital letters (Q14) ,full stops (Q5), question marks and exclamation marks (Q9) to demarcate sentences, including in the use of Proper Nouns</p> <p>Commas in lists (Q16)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q2)</p> <p>-Verb form (has been, go, going, went) (Q7, 13)</p> <p>To express time, place and cause using conjunctions (e.g. Q4, 10) , so, although, if, when ,while (Q6) ALAN PEAT - BOYS</p> <p>To use the present perfect form of verbs instead of the simple past</p>

	<p>To understand what conjunctions are and be able to use them within writing independently</p> <p>-Plural nouns (Q3)</p>	<p>To understand what adverbs (q8) are and be able to use them within writing independently</p> <p>-Inverted commas (Q9)</p> <p>-Articles (a, an) (Q14)</p> <p>-Prefix (mis-, dis-, sub-, un-) (Q13, 20)</p> <p>-Suffix (-ful)</p> <p>-Commas in lists (Q15)</p>	<p>be able to use them within writing independently</p> <p>To understand what adverbs (q5) are and be able to use them within writing independently</p> <p>-Inverted commas (Q2, 14)</p> <p>-Plurals (Q4)</p> <p>Suffix (-less) (Q8, 16)</p>	<p>be able to use them within writing independently</p> <p>Inverted commas (Q18)</p> <p>Prefix (mis-, dis-, sub-, un-) (Q2) super - auto-anti -(Q16)</p>	<p>be able to use them within writing independently</p> <p>To understand what adverbs (q6) are and be able to use them within writing independently</p> <p>Inverted commas (Q20)</p> <p>-Articles (a, an) (Q14)</p> <p>Prefix super - auto-anti - pre - (Q3)</p> <p>Suffix (-ness) (Q19)</p> <p>Subordinating conjunction (If - Q10, 18) ALAN PEAT - if, if, if, then</p>	<p>To understand what adverbs (q3, 12) are and be able to use them within writing independently</p> <p>Inverted commas (Q19)</p> <p>Articles (a, an) (Q18)</p> <p>-Prefix (un-) (Q17)</p> <p>Suffix (-ful) (Q1)</p>
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Year 4 - Vocabulary	Covered in half- termly tests - 20 questions					
<p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To use fronted adverbials</p> <p>To use paragraphs to organise ideas around a theme</p> <p>To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To use apostrophes to mark singular and plural possession.</p> <p>To use commas after fronted adverbials.</p>	<p>Continued from Y3...</p> <p>To use capital letters (Q10) full stops (Q6) , question marks (q2, 9) and exclamation marks (Commands - Q9)to demarcate sentences, including in the use of Proper Nouns.</p> <p>-Verb form (<i>has visited, visits, visiting</i>) (Q15)</p> <p>To understand what adverbs (Q8) are and be able to use them within writing independently</p> <p>Commas in lists (Q9)</p> <p>Inverted commas (Q17)</p> <p>To use apostrophes to mark where letters are missing in spelling (Q19)</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Q14)</p> <p>To develop adjective use ensuring that the correct tone is achieved through vocabulary choices</p> <p>To use fronted adverbials To know what adverbial openers are and use them</p>	<p>Continued from Y3...</p> <p>To use capital letters (q20), full stops, question marks (Q18) and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To express time, place and cause using conjunctions (e.g. Q9) ,</p> <p>To use apostrophes to mark where letters are missing in spelling (contractions - Q11)</p> <p>Commas in lists (Q15)</p> <p>Inverted commas (Q6)</p> <p>To use the appropriate choice of the pronoun (Q16, 17) or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Was/ Were (Q1)</p> <p>Know the difference between apostrophes used for possession and contraction (Q2)</p>	<p>Continued from Y3...</p> <p>To use capital letters (Q17), full stops, question marks (Q7) and exclamation (commands Q8) marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>-Verb form (<i>did, done</i>) (Q2, 14)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q12)</p> <p>Commas in lists (Q1)</p> <p>Inverted commas (Q15)</p> <p>Know the difference between apostrophes used for possession and contraction (Q23)</p>	<p>Continued from Y3...</p> <p>To use capital letters (Q11), full stops, question marks (Q11) and exclamation (Q13) marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>-Verb form (<i>are living, have lived</i>) (Q6)</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (Q12)</p> <p>Inverted commas (Q5)</p> <p>To understand what adverbs (Q4) are and be able to use them within writing independently</p> <p>To use apostrophes to mark singular and plural possession (Q19)</p>	<p>Continued from Y3...</p> <p>To use capital letters, full stops (Q1),</p> <p>Create questions, from given answers (Q5)</p> <p>-Verb form (<i>was, are, have been, were</i>) (Q7)</p> <p>Commas in lists (Q6)</p> <p>Inverted commas (Q9)</p> <p>Know the difference between apostrophes used for possession and contraction (Q4)</p>	<p>Continued from Y3...</p> <p>To use capital letters for Proper Nouns (Q17),</p> <p>-Verb form (<i>did, done, was, were</i>) (Q20)</p> <p>Inverted commas (Q19)</p> <p>Know the difference between Continuous, future, past and present tense (Q1)</p> <p>Know the name of brackets (Q3)</p>

	<p>independently within writing</p> <p>To use commas after fronted adverbials</p> <p>Word families (Q1) - mix)</p> <p>Subordinate clause (Q3)</p> <p>-Suffix (-ful, -less, -ment, -tion) (Q7)</p> <p>Prefix (auto -, mis-) (Q15)</p> <p>-Articles (a, an) (Q20)</p>	<p>Adverbials/ fronted adverbials (Q3)</p> <p>The difference between the 's' being used for plural and possession (Q5)</p> <p>Past and present tense (Q6)</p> <p>Suffix (-dis) (Q19)</p> <p>Prepositions (Between) (Q7)</p>	<p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To develop the use of prepositional phrases (Q19) to develop continuity and placement of ideas within writing</p> <p>To know what a pronoun is (Q11)</p> <p>To be able to select pronouns for use within sentences</p> <p>To be able to use pronouns within sentences</p> <p>Determiner (Q6)</p> <p>Plural nouns (Q9)</p> <p>Subordinate clause (Q13)</p> <p>Suffix (-ous) (Q18)</p>	<p>To develop the use of prepositional phrases (Q9) to develop continuity and placement of ideas within writing</p> <p>Subordinate clauses/adverbial phrases (Q14, 16)</p> <p>To know what a pronoun is (Q17)</p> <p>To be able to select pronouns for use within sentences</p> <p>To be able to use pronouns within sentences</p> <p>Determiner (Q2)</p> <p>Suffix (-dis, auto-, super-) (Q19)</p>	<p>To develop the use of prepositional phrases (Q8, 10) to develop continuity and placement of ideas within writing</p> <p>Subordinate clauses/adverbial phrases (Q12)</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing</p> <p>To use fronted adverbials</p> <p>To know what adverbial openers are and use them independently within writing (Q13)</p> <p>To use commas after fronted adverbials</p>	<p>Know the difference between apostrophes used for possession and contraction (Q4)</p> <p>To develop the use of prepositional phrases (Q13) to develop continuity and placement of ideas within writing</p> <p>Subordinate clauses/adverbial phrases (Q3) and the use of commas to show these clauses (Q14)</p> <p>Prefix (auto -, mis-, Dis-, super-) (Q15)</p> <p>To use inverted commas and other punctuation to indicate direct speech</p> <p>To use the term inverted commas</p> <p>To know the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> -beginning to use in own writing -using capital letters to mark the start of direct speech <p>To use apostrophes to mark singular and plural possession</p>
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Year 5 - Vocabulary	To know vocabulary taught in year 1, 2, 3 and 4 Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity					
<p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use devices to build cohesion within a paragraph</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>	<p>Continued from Y4...</p> <p>... Determiner (Q1)</p> <p>To develop the use of prepositional phrases (Q8) to develop continuity and placement of ideas within writing</p> <p>To be able to use and identify pronouns (Q9)</p> <p>Adverbials/ fronted adverbials (Q10)</p> <p>-Verb form (know, will know, have known) (Q15), (was, were Q19)</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To understand the purpose of brackets within writing</p> <p>ALAN PEAT - SANDWICH SENTENCES</p> <p>To indicate degrees of possibility using adverbs or modal verbs (did, have, will, would) (Q4)</p>	<p>Continued from Y4...</p> <p>Inverted commas (Q11)</p> <p>-Verb form (are, have you, have you been) (Q15),</p> <p>To use commas to avoid ambiguity and to clarify meaning (Q19)</p> <p>To use brackets, dashes or commas to indicate parenthesis (Q1)</p> <p>To understand the purpose of brackets within writing (Q8)</p> <p>To indicate degrees of possibility using adverbs or modal verbs (can, could, would) (Q3)</p>	<p>Continued from Y4...</p> <p>Inverted commas (Q20)</p> <p>-Verb form (went, go) (Q5),</p> <p>Identify past tense in writing (Q1)</p> <p>To use commas to avoid ambiguity and to clarify meaning (Q13)</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to identify dashes within writing</p> <p>To understand the purpose of dashes within writing</p> <p>To use dashes accurately within writing (Q4)</p> <p>To indicate degrees of possibility using adverbs or modal verbs (must) (Q11)</p>	<p>Continued from Y4...</p> <p>Inverted commas (Q19)</p> <p>To develop the use of prepositional phrases (Q6) to develop continuity and placement of ideas within writing</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun (Q2, 10)</p> <p>Identify future tense and past tense (Q18) in writing (Q1)</p> <p>To use commas to avoid ambiguity and to clarify meaning (Q8, 11)</p> <p>To use brackets, dashes or commas to indicate parenthesis (Q4)</p> <p>To indicate degrees of possibility using adverbs or modal verbs (Q15) - must</p>	<p>Continued from Y4...</p> <p>Inverted commas (Q1)</p> <p>To develop the use of prepositional phrases (Q17) to develop continuity and placement of ideas within writing</p> <p>Determiner (Q16)</p> <p>Verb form (are you, have you) (Q10),</p> <p>Identify future tense and past tense (Q1)</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis (Q8, 19)</p> <p>To be able to understand the purpose of commas within writing</p> <p>To indicate degrees of possibility using adverbs or modal verbs (Q3) - could</p>	<p>Continued from Y4...</p> <p>Determiner (Q7)</p> <p>Identify future tense and past tense (Q13)</p> <p>To use commas to avoid ambiguity and to clarify meaning (Q2)</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun (Q20)</p> <p>To be able to identify dashes within writing</p> <p>To understand the purpose of dashes within writing</p> <p>To use dashes accurately within writing (Q16, 19)</p> <p>To indicate degrees of possibility using adverbs or modal verbs (Q11) - might</p>

	<p>To use commas to avoid ambiguity and to clarify meaning (Q2, 14)</p> <p>Understand when and why apostrophes are used (Q20)</p> <p>Subordinating conjunctions (so, for, instead of, while) (Q5)</p> <p>Suffix (-ment, -ful, -ly, -tion) (Q12)</p>	<p>Know the difference between articles and determiners (Q16)</p> <p>Understand when and why apostrophes are used (Q15)</p> <p>Synonyms (Q20)</p> <p>Suffix (-ment, -ful, -ly, -ness) (Q7)</p> <p>Prefix (mis - , dis-) (Q2)</p>	<p>Know the difference between articles and determiners (Q12)</p> <p>Understand when and why apostrophes are used (Q2)</p> <p>Understand the term relative clause and be able to identify these (Q7)</p> <p>Understand the term subordinate clause and be able to identify these (Q14)</p>	<p>To use commas to avoid ambiguity and to clarify meaning</p> <p>Suffix (-ly) (Q9)</p> <p>Prefix (dis-) (Q5)</p> <p>Understand the term subordinate clause and be able to identify these (Q12)</p>	<p>Understand when and why apostrophes are used (Q15)</p> <p>Suffix (-ness, -ful, -ly, -ment) (Q7)</p> <p>Prefix (dis- , mis-) (Q2)</p> <p>Synonyms (Q20)</p>	<p>Subordinating clauses (Q9, 19)</p> <p>Suffix (-er, -en -ly, -ment) (Q1)</p> <p>Prefix (dis- , mis- , over- , -re, -run) (Q15)</p>
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Year 6 - Vocabulary	To know vocabulary taught in year 1, 2, 3, 4 and 5. Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points					
<p>To use the passive to affect the presentation of information within a sentence</p> <p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To use layout devices - headings, subheadings, colons, bullets, tables</p> <p>To use the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>	<p>Continued from Y5...</p> <p>... Inverted commas (Q1)</p> <p>-Prefixes (Q2) fore- im- over- un-</p> <p>-Understand how commas are used and where to put them in sentences (Q3)</p> <p>-Understand how apostrophes are used and where to put them in sentences (Q5)</p> <p>-Verb form (Q4) are knowing have known know will have known</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between)</p> <p>To use the passive to affect the presentation of information within a sentence</p> <p>Noun phrase (Q4)</p> <p>Relative pronouns (that there, which, who) (Q17)</p>	<p>Continued from Y5...</p> <p>Prefixes (Q11) pre- im- dis- un</p> <p>Suffixes (Q7) -er -ly -ment -ness</p> <p>-Understand how commas are used and where to put them in sentences (Q9, 13)</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between) (Q2)</p> <p>Subjunctive forms</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentences</p>	<p>Continued from Y5...</p> <p>... Inverted commas (Q20)</p> <p>Prefixes (Q5) mis-, dis-, over-</p> <p>-Understand how commas are used and where to put them in sentences (Q14)</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between)</p> <p>Subjunctive forms</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentence</p>	<p>Continued from Y5...</p> <p>-Understand how commas are used and where to put them in sentences (Q13, 17)</p> <p>-Understand how apostrophes are used and where to put them in sentences (Q1, 11)</p> <p>-Verb form (Q4, 18) are knowing have known know will have known</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between) (Q5)</p> <p>Subjunctive forms</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentences</p>	<p>Continued from Y5...</p> <p>... Inverted commas (Q5)</p> <p>Suffixes (Q15) -ly</p> <p>Understand how commas are used and where to put them in sentences (Q1)</p> <p>Understand how apostrophes are used and where to put them in sentences (Q8)</p> <p>-Verb form (Q2) are knowing have known know will have known</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between) (Q17)</p> <p>Subjunctive forms</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentences</p>	<p>Continued from Y5...</p> <p>Suffixes (Q1) ful -ify -ly -ment</p> <p>Understand how commas are used and where to put them in sentences (Q4, 7)</p> <p>Understand how apostrophes are used and where to put them in sentences (Q11)</p> <p>ellipsis</p> <p>Active and passive voice (recognise and change sentences between) (Q19)</p> <p>Subjunctive forms</p> <p>To be able to write sentences using subordinating connectives</p> <p>To be able to insert subordinating connectives within sentences</p>

	To understand the use of colons	To understand the use of colons (Q1)	To understand the use of colons (Q6)	To understand the use of colons (Q7)	To understand the use of colons	To understand the use of colons (Q15)
	To understand the use of semi-colons	To understand the use of semi-colons (Q4)	To understand the use of semi-colons (Q10, 16)	To understand the use of semi-colons (Q12)	To understand the use of semi-colons (Q16, 20)	
	Formal and informal language	Formal and informal language (Q2)	Formal and informal language (Q1)	Formal and informal language (Q8)		Formal and informal language (Q17)
	Modal verbs	Modal verbs (Q15, 17) definitely perhaps possibly probably	Modal verbs (Q7) could	Modal verbs (Q20) Might, will	Modal verbs (Q6) Might	Modal verbs (Q15) Might, could
	Synonyms					
	Antonyms			Identify main clauses		
				Synonyms (Q2)	Antonyms (Q11)	
Vocabulary						

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.