

Category	Objective	Year Group
W	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	3
W	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	3
W	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	3
S	Expressing time, place and cause using], adverbs [for example, then, next, soon, therefore],	3
S	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	3
S	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]	3
T	Introduction to paragraphs as a way to group related material	3
T	Headings and sub-headings to aid presentation	3
T	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	3
P	Introduction to inverted commas to punctuate direct speech	3
TERMINOLOGY	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	3
W	The grammatical difference between plural and possessive –s	4
W	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	4
S	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	4
S	Fronted adverbials [for example, Later that day, I heard the bad news.]	4
T	Use of paragraphs to organise ideas around a theme	4
T	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	4
P	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]	4
P	Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]	4
P	Use of commas after fronted adverbials	4
TERMINOLOGY	determiner, pronoun, possessive pronoun, adverbial	4
W	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	5
W	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	5
S	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	5
S	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	5
T	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	5

T	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	5
P	Brackets, dashes or commas to indicate parenthesis	5
P	Use of commas to clarify meaning or avoid ambiguity	5
TERMINOLOGY	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	5
W	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	6
W	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	6
S	Use of the passive to affect the presentation of information in a sentence	6
S	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms]	6
T	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	6
T	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	6
P	Use of the semi-colon, colon and dash to mark the boundary between independent clauses	6
P	Use of the colon to introduce a list and use of semi-colons within lists	6
P	Punctuation of bullet points to list information	6
P	How hyphens can be used to avoid ambiguity	6
TERMINOLOGY	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	6



