



**West Croft
Grammar Overview
Year 1 - Year 6
2020-2021**

Approach to Teaching Grammar Skills at West Croft School.



At West Croft School, we teach grammar skills through explicit instruction during regular fluency sessions from Year 1 - Year 6. We believe that the 'little and often' approach embeds understanding and ensures that knowledge sticks. We use a variety of multi-sensory techniques and games that support children in building up a strong knowledge of grammar which they can they apply successfully to their writing.

Understanding of grammar is then embedded throughout the writing process and its effective use modelled by the teacher in shared and guided writing.

Our overview document sets out the coverage from Year 1 - Year 6.

The coverage is taken from 3 sources

- The National Curriculum Guidance for Grammar
- Babcock Evidence Gathering Grids for Writing
- Pie Corbett's Teaching Guide for Progression

Skills are taught exclusively and then revisited often to deepen understanding.

Our coverage is ambitious and gives children the opportunity to reach expectations for their year group, and beyond.

Grammar Focus – National Curriculum Guidance



Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 1

Babcock Evidence Gathering Grid (EGG)

Writing



COMPOSITION: PURPOSE & AUDIENCE	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).
	Compose sentences orally and in writing.
	Sequence sentences to form a short narrative or piece of information writing.
	Use basic descriptive language.
	Re-read and check writing makes sense.
GRAMMAR	Combine words to form grammatically accurate sentences.
	Join words and clauses using 'and'.
PUNCTUATION	Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
	Use capital letters for names and the personal pronoun 'I'.

TRANSCRIPTION	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
	Spell many Year 1 common exception words.
	Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').
	Form lower-case letters in the correct direction, starting and finishing in the right place.
	Form capital letters and digits 0-9.
	Separate words with spaces.

West Croft Grammar Overview

Year 1 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Capital letters	Separation of words in sentences	Exploring and recognising verbs	Speech bubbles	Complex sentences using 'who' Once there was a little old woman who lived in a tiny cottage.	Simple prepositions (inside, outside, towards, across)
2	Capital letters	Sequencing sentences to create a short narrative	Joining words and clauses using and	Adverbs Luckily, Suddenly, Quickly, Unfortunately,	Complex sentences using 'who' Once there was a little old woman who lived in a tiny cottage.	Simple prepositions (inside, outside, towards, across)
3	Capital letters for names	Sequencing sentences to create a short narrative	Joining words and sentences using simple connectives and, or, but, so, because	Adverbs as sentence starts Quickly, the cat ran away...	Word classes Nouns	Bullet points
4	Capital letters for personal pronoun I	How words combine to create sentences - sentence building	Adjectives to describe The old house... The huge elephant...	Past tense to mark actions	Word classes Verbs	Past tense to mark actions
5	Full stops	How words combine to create sentences - sentence building	Adjectives to describe The black cat... The wooden boat...	Present tense to mark actions	Using a range of punctuation (CL . ! ?) to demarcate sentences	Present tense to mark actions
6	Capital letters and full stops	Question marks	Question marks and exclamation marks	Joining words and sentences using simple connectives and, or, but, so, because	Speech bubbles	
7	Exclamation marks	Exclamation marks				

Grammar Focus - National Curriculum Guidance



Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 2

Babcock Evidence Gathering Grid (EGG)

Writing



The pupil can, after discussion with the teacher...	
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)
	EXS: Write about real events, recording these simply and clearly
	<i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>
	<i>GDS: Make simple additions, revisions and proof-reading corrections to their own writing.</i> <small>(From Y2 PoS: this is an expectation for all pupils.)</small>
GRAMMAR	EXS: Use present and past tense mostly correctly and consistently <small>(From Y2 PoS: including use of the progressive form of verbs.)</small>
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
	<small>From PoS: Add description and specification through the use of expanded noun phrase.</small>
	<small>From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.</small>
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	<i>GDS: Use the punctuation taught at key stage 1 mostly correctly</i>

TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	WTS: Spell some common exception words
	EXS: Spell many common exception words
	<i>GDS: Spell most common exception words</i>
	<i>GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment –ness, –ful, –less, –ly)*</i>
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing
	EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	<i>GDS: Use the diagonal and horizontal strokes needed to join some letters.</i>
WTS: Use spacing between words.	
EXS: Use spacing between words that reflects the size of the letters.	

West Croft Grammar Overview

Year 2 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Can classify word classes Word classes ; nouns	Accurate use of capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)	Using tense that is appropriate to the task. Understand progressive form of verbs in present and past tense	Sentence types commands	Uses a variety of sentence beginning e.g. verbs, adjectives, prepositions	Understands a growing variety of simple conjunctions being used - Subordination (when, if, that, because) and
2	Can classify word classes Word classes ; verbs	Understands a growing variety of simple conjunctions being used - Subordination (when, if, that, because) and	Uses a variety of sentence beginnings verb sentence starts	Sentence types - statements	Can classify word classes Word classes ; nouns and verbs	Understands a growing variety of simple conjunctions being used - coordination (or, and, but).
3	Can classify word classes Word classes ; adjectives	Understands a growing variety of simple conjunctions being used - coordination (or, and, but).	Uses a variety of sentence beginnings adjective sentence starts	Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)	Can classify word classes Word classes ; adjectives and adverbs	Apostrophes for possession and omission
4	Can classify word classes Word classes ; adverbs	Recognising use of apostrophe for possession	Uses a variety of sentence beginnings preposition sentence starts	Speech bubbles	Word classes mix up	Direct speech
5	Correct use of capital letters and full stops to demarcate sentences.	Exploring and understanding how to create a range of adjectives and what they can be used to describe and specify Two adjectives to describe a noun - <i>The scary, old woman...</i>	Using a range of adverbs to describe and specify <i>Snow fell gently and covered the tiny cottage.</i>	Direct speech	Correct and accurate use of question marks and exclamation marks	Assess needs of children and recap grammar gaps
6	Sentence types - questions Correct and accurate use of question marks	Learn how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i>	ly starters Carefully, Slowly, Quickly, Cautiously, Comma after ly starter	Commas to separate items in a list	Consolidate how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i>	Assess needs of children and recap grammar gaps
7	Exclamation sentences Correct and accurate use of exclamation marks	Apostrophes for omission				Assess needs of children and recap grammar gaps

Grammar Focus - National Curriculum Guidance



Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 3

Babcock Evidence Gathering Grid (EGG)

Writing



COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary.	
	In narrative create simple settings, characters and plot.	
	Begin to use direct speech within narratives.	
	Use paragraphs as a way of grouping related material.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
		Use present and past tense correctly, including use of the present perfect instead of the simple past.
		Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	
	Use inverted commas to punctuate direct speech.	
	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 	
	Use and spell correctly many words from the Year 3 / Year 4 spelling list.	
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	
	Use joined up writing consistently and independently.	

West Croft Grammar Overview

Year 3 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Demarcate sentences accurately throughout using full stops, capital letters, exclamation and question marks commas in lists (secure from Year 2).	Using commas in a list	Use present and past tense correctly, including use of the present perfect instead of the simple past.	Pronoun choice to avoid repetition Capital letters used accurately for proper nouns	Learn how to use: sentences with different forms: statement, question, exclamation, command	Synonyms and antonyms
2	Understanding word classes Prepositions	Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>)	Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).	Re reading words in sentences for grammatical sense - verb tense agreement. Reading for grammatical sense e.g identifying missing words or clumsy use of language	Learn how to use: sentences with different forms: statement, question, exclamation, command	Using paragraphs as a way of grouping related material
3	Prepositional phrases to add action on the mat behind the tree in the air	Express time, place, cause and enhance cohesion using prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).	Using inverted commas to punctuate direct speech	Adverbial phrases used as a where when or how starter (fronted adverbials) A few days ago... At the back of the eye... In a strange way...	Investigate word classes - adjectives, verbs, nouns, prepositions, adverbs	Using headings and subheadings
4	Write a range of compound sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).	Express time, place, cause and enhance cohesion using prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).	Using inverted commas to punctuate direct speech	Using a variety of sentence openings. Adverb starters Amazingly, small insects can...	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	Selecting powerful verbs and using them to enhance writing
5	Complex sentence construction through use of co coordinating and subordinating conjunctions	Commas to mark phrases and clauses	ing clauses for starters Sighing, the boy walked away from his friend. Commas to mark phrases and clauses	Complex sentence construction through use of co coordinating and subordinating conjunctions	Use the forms a or an according to whether the next word starts with a vowels (an apple, a house) (DETERMINERS)	Grammar mix up - assess class needs and fill any gaps
6	Investigate word classes - adjectives, verbs, nouns, prepositions, adverbs	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	ing clauses for starters Sighing, the boy walked away from his friend. Commas to mark phrases and clauses	Adding adverbs to add detail to verbs	Using inverted commas to punctuate direct speech	Grammar mix up - assess class needs and fill any gaps
7	Investigate word classes - adjectives, verbs, nouns, prepositions, adverbs	Synonyms and antonyms				Grammar mix up - assess class needs and fill any gaps

Grammar Focus - National Curriculum Guidance



Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 4

Babcock Evidence Gathering Grid (EGG)

Writing



COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Write using a rich and varied vocabulary appropriate to purpose and form.	
	Write narratives with a clear plot, and describe settings and characters.	
	Make effective choices about using direct speech within narratives.	
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	
	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
		Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>).
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).

PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).
	Use commas after fronted adverbials.
	Use inverted commas and other punctuation to indicate direct speech accurately.
TRANSCRIPTION	Use apostrophes correctly (contraction, singular and plural possession).
	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes.
	Use and spell correctly most words from the Year 3 / Year 4 spelling list.
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.
	Use joined up writing consistently, independently and fluently.

West Croft Grammar Overview

Year 4 2020 - 2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation marks	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).	Use apostrophes correctly (contraction, singular and plural possession).	Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)	Use of paragraphs to organise ideas around a theme
2	Demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation marks	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).	Use apostrophes correctly (contraction, singular and plural possession).	Adjectives modified for emphasis	Learn how to use: sentences with different forms: statement, question, exclamation, command	Word class mix up: Exploring and identifying nouns, adjectives, verbs, prepositions and adverbs Understanding the term collective noun
3	Word classes: Exploring and identifying nouns , Understanding the term collective noun	Exploring sentence construction with a variety of openers nouns and pronouns Investigate word order in a sentence.	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Express time, place, cause and enhance cohesion using adverbials, sometimes fronted, Use commas after fronted adverbials.	Use a wide range of coordination conjunctions at the beginning and within sentences.	Fronted adverbials Use of commas after fronted adverbials
4	Word classes: Exploring and identifying adjectives and verbs	Exploring sentence construction with a variety of openers Prepositions and adjectives Investigate word order in a sentence.	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Express time, place, cause and enhance cohesion using adverbials, sometimes fronted, Use commas after fronted adverbials.	Powerful verbs used to modify text	Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>)
5	Exploring the term preposition and experiment using them in sentences Word classes: Exploring and identifying prepositions and adverbs	Exploring sentence construction with a variety of openers verbs and adverbs Investigate word order in a sentence.	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Express time, place, cause and enhance cohesion using prepositional phrases Use commas after fronted adverbials.	Use a wide range of subordination conjunctions at the beginning and within sentences.	Grammar mix up - consolidation of grammar from across the year
6	Word class mix up: Exploring and identifying nouns, adjectives, verbs, prepositions and adverbs Understanding the term collective noun	Make accurate use of present and past tense including simple, progressive and perfect forms	Difference between reported and direct, changing one form to another.	Consolidating use of commas in lists	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Grammar mix up - consolidation of grammar from across the year
7	Determiners Articles, demonstratives, possessives, quantifiers	Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair				Grammar mix up - consolidation of grammar from across the year

Grammar Focus – National Curriculum Guidance



Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 5

Babcock Evidence Gathering Grid (EGG)

Writing



COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).	
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	
	Use dialogue in narratives to convey character or advance the action.	
	Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>). 	
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.
		use modals and adverbs to indicate possibility.
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
		use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).
		Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).
	Indicate parenthesis using brackets, commas or dashes.
	Use punctuation to ensure meaning is clear, particularly commas for clarity.
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; Year 3/4 statutory words; previously taught homophones.
	Use and spell correctly many words from the year 5 / year 6 spelling list.
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.
	Maintain legibility in joined handwriting when writing at speed.

West Croft Grammar Overview

Year 5 2020 - 2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks (secured from Year 4).	<p>Confident use of commas for a variety of reasons</p> <p>To separate items in a list</p> <p>To clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)</p> <p>Before a clause starting with or, and or but</p>	<p>Parenthesis</p> <p>() - - , ,</p>	Devices to build cohesion within a paragraph (then, after, that, this, firstly)	<p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p> <p>Subject verb agreement</p>	Confident use of commas for a variety of reasons
2	Complex sentence building through a variety of subordinating and coordinating conjunctions and use of clauses	<p>Confident use of commas for a variety of reasons</p> <p>After a subordinate clause</p> <p>After a fronted adverbial</p>	<p>Confident use of commas for a variety of reasons</p> <p>To separate items in a list</p> <p>To clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)</p> <p>Before a clause starting with or, and or but</p>	Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;	Appropriate use of reported speech.	Broadening vocabulary including synonyms and antonyms
3	Modal verbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<p>Linking ideas across paragraphs using adverbials</p> <p>Fronted adverbials</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs</p>	Use a range of devices to build cohesion within and across paragraphs: link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).	Active and passive voice	Parenthesis () - - , ,
4	Indicate degrees of possibility using adverbs (perhaps, surely)	use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).	convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.	Subject and object identification	Complex sentence building through a variety of subordinating and coordinating conjunctions and use of clauses
5	Broadening vocabulary including synonyms and antonyms	<p>Linking ideas across paragraphs using adverbials</p> <p>Fronted adverbials</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs</p>	Inverted commas are used to demarcate direct speech, with new lines used for each new speaker and other appropriate punctuation marks.	Determiners Articles, demonstratives, possessives, quantifiers	Using colons and semi colons for extended lists (to be used in descriptive writing or to modify a piece of writing)	Grammar mix up - consolidation of grammar from across the year
6	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of devices to build cohesion within and across paragraphs: link ideas using adverbials of time, place and number;	Inverted commas are used to demarcate direct speech, with new lines used for each new speaker and other appropriate punctuation marks.	Hyphens (covered through spelling) Hyphenating prefixes look at how the word meaning differs (e.g. re-treat and retreat)	Modal verbs	Grammar mix up - consolidation of grammar from across the year
7	Using colons and semi colons for extended lists (to be used in descriptive writing or to modify a piece of writing)	Apostrophes for possession and omission				Grammar mix up - consolidation of grammar from across the year

Grammar Focus – National Curriculum Guidance



Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Year 6

Babcock Evidence Gathering Grid (EGG)

Writing



COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.
	EXS: Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
	[From Y6 PoS: this must include examples of more formal writing.]
	<i>GDS: Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i>
	WTS: In narratives, describe settings and characters.
	EXS: In narratives, describe settings, characters and atmosphere.
	EXS: Integrate dialogue in narratives to convey character and advance the action.
WTS: Use paragraphs to organise ideas.	
WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	
EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	
From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	
GRAMMAR	EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
	EXS: Use verb tenses consistently and correctly throughout their writing.
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>
	<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>

PUNCTUATION	WTS: Use ... mostly correctly	capital letters.
		full stops.
		question marks.
		commas for lists.
		apostrophes for contraction.
	EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
	<i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i>	
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	
	EXS: Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
	WTS: Write legibly.	
	EXS: Maintain legibility in joined handwriting when writing at speed.	

West Croft Spelling Overview

Year 6 2020-2021



	Autumn 1A	Autumn 1B	Spring 2A	Spring 2B	Summer 3A	Summer 3B
1	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks, apostrophes for contraction.	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks, apostrophes for contraction.	Use semi-colons, colons or dashes to mark boundaries between independent clauses	Explore levels of formality through manipulating grammar and vocabulary	Subjunctive form	
2	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases	Parenthesis () - - , ,	Hyphen use for ambiguity (man eating shark vs man-eating shark)	Difference between vocabulary typical of informal speech and vocab for formal speech and writing (e.g. find out = discover, ask for = request)	
3	Use semi-colons to mark boundaries	Active and passive voice	Modal verbs to suggest degrees of possibility	Subject and object		
4	Inverted commas are used to demarcate direct speech, with new lines used for each new speaker and other appropriate punctuation marks.	The use of passive to affect the presentation of information in a sentence	Broadening vocabulary including synonyms and antonyms	Colons to mark the boundary between clauses		
5	Complex sentence building through a variety of subordinating and coordinating conjunctions and use of clauses	link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (using the present and past participle, <i>-ing</i> and <i>-ed</i>)	Use arrange of devices to build cohesion (conjunctions, adverbials)	Explore verb tenses		
6	Confident use of commas for a variety of reasons To separate items in a list To clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma) Before a clause starting with or, and or but	Explore a variety of tenses Present Progressive present Present perfect Past Progressive past Past perfect Future	Dashes	Colons to introduce a list and semi colons within lists		
7	Confident use of commas for a variety of reasons After a subordinate clause After a fronted adverbial					