



English Programme of Study – Years 1-6 SPAG



Year 1	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English appendix 2 by:<ul style="list-style-type: none">- leaving spaces between words- joining words and joining clauses using ‘and’- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’- learning the grammar for year 1 in English appendix 2• use the grammatical terminology in English appendix 2 in discussing their writing
Year 2	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English appendix 2 by:<ul style="list-style-type: none">- learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)- learn how to use:<ul style="list-style-type: none">- sentences with different forms: statement, question, exclamation, command- expanded noun phrases to describe and specify [for example, the blue butterfly]- the present and past tenses correctly and consistently, including the progressive form- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)- the grammar for year 2 in English appendix 2- some features of written Standard English• use and understand the grammatical terminology in English appendix 2 in discussing their writing
Year 3 and 4	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English appendix 2 by:<ul style="list-style-type: none">- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if,

	<p>because, although</p> <ul style="list-style-type: none"> - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
<p>Year 5 and 6</p>	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading