

Vocabulary, Grammar and Punctuation overview 2023-24

Year 1		
Vocabulary, Grammar and Punctuation		
Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<p>Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas. Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.</p>
Grammar	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	
Punctuation	<ul style="list-style-type: none"> 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' 	Grammatical Terminology
		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Ready to Write * Leaving spaces between words * Separation of words with spaces * Terminology for pupils: <ul style="list-style-type: none"> • letter • word 			Punctuating Sentences * Introduction to capital letters to demarcate sentences * Introduction to full stops to demarcate sentences * Beginning to punctuate sentences using a capital letter * Beginning to punctuate sentences using a full stop * Terminology for pupils: <ul style="list-style-type: none"> • sentence • capital letter • punctuation • full stop * Begin to form lower-case letters in the correct direction, starting and finishing in the right place * Form capital letters				Sentences * How words can combine to make sentences * Terminology for pupils: <ul style="list-style-type: none"> • word • sentence 		Sentences * How words can combine to make sentences * Terminology for pupils: <ul style="list-style-type: none"> • word • sentence 		Assessment	
Spring	Conjunctions * Joining words and joining clauses using 'and' * How words can combine to make sentences * Terminology for pupils: <ul style="list-style-type: none"> • word • (sentence) 				Exclamations * Introduction to exclamation marks to demarcate sentences * Beginning to punctuate sentences using an exclamation mark		Capital Letters * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'				Assessment		
Summer	Questions * Introduction to question marks to demarcate sentences * Beginning to punctuate sentences using a question mark		Revisiting Punctuating sentences		Revisiting Conjunctions		Revisiting Capital letters	Revisiting Questions and exclamations	Sequencing Sentences * Sequencing sentences to form short narratives		Assessment		

Year 2

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<p>Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.</p>
Grammar	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command^[SEP] 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)^[SEP] some features of written Standard English^[SEP] suffixes to form new words (-ful, -er, -ness) sentence demarcation^[SEP] commas in lists^[SEP] apostrophes for omission & singular possession 	
Punctuation	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<p style="text-align: center;">Grammatical Terminology</p>
		<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * Capital letters for names and for the personal pronoun I <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> • full stops^{SEP} • capital letters^{SEP} • exclamation marks • question marks <ul style="list-style-type: none"> * How words can combine to make sentences * Joining words and joining clauses using 'and' 			<p>Commas</p> <ul style="list-style-type: none"> * Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists * Commas to separate items in a list <p>* Terminology for pupils: • comma</p>	<p>Word Classes I</p> <ul style="list-style-type: none"> * Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] <p>* Terminology for pupils: • noun phrase</p>	<p>Conjunctions</p> <ul style="list-style-type: none"> * Co-ordination (using or, and, or but) * Subordination (using when, if, that, or because) 			<p>Sentence Types I</p> <ul style="list-style-type: none"> * How the grammatical patterns in a sentence indicate its function as a question * How the grammatical patterns in a sentence indicate its function as a command <p>* Terminology for pupils: • question • command</p>		Assessment	
Spring	<p>Word Classes</p> <ul style="list-style-type: none"> * Use of -ly in Standard English to turn adjectives into adverbs <p>* Terminology for pupils: • letter • word</p>		<p>Apostrophes</p> <ul style="list-style-type: none"> * Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>* Terminology for pupils: • apostrophe</p>			<p>Sentence Types</p> <ul style="list-style-type: none"> * How the grammatical patterns in a sentence indicate its function as a exclamation * How the grammatical patterns in a sentence indicate its function as a statement <p>* Terminology for pupils: • statement • (exclamation</p>		<p>Tenses</p> <ul style="list-style-type: none"> * Learn how to use the present and past tenses correctly and consistently including the progressive form * Correct choice and consistent use of present tense and past tense throughout writing <p>* Terminology for pupils: • tense (past, present)</p>		<p>Suffixes</p> <ul style="list-style-type: none"> * Formation of nouns using suffixes such as -ness, -er and by compounding * Formation of adjectives using suffixes such as -ful, -less <p>* Terminology for pupils: • (2G6.3) suffix</p>		Assessment
Summer	<p>Suffixes</p> <ul style="list-style-type: none"> * Use of the suffixes -er, -est in adjectives <p>* Terminology for pupils: • suffix</p>	Revision and Assessments (SATs)				<p>Consolidation (Key Stage 1)</p> <p>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.</p> <p>Refer to year 1 and year 2</p>					Assessment	

Year 3

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<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, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<p>Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas Grammar warm-ups in each English lesson. Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.</p>
Grammar	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	
Punctuation	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<p>Grammatical Terminology</p>
		<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: <ul style="list-style-type: none"> • full stops • capital letters • exclamation marks • question marks * How the grammatical patterns in a sentence indicate its function as a question * How the grammatical patterns in a sentence indicate its function as a command * How the grammatical patterns in a sentence indicate its function as a exclamation * How the grammatical patterns in a sentence indicate its function as a statement * Co-ordination (using or, and, or but) * Subordination (using when, if, that, or, because) Commas to separate items in a list * Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] * Learn how to use the present and past tenses correctly and consistently including the progressive form 				<p>Determiners</p> <ul style="list-style-type: none"> * Use 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] * Terminology for pupils: • consonant • consonant letter • vowel • vowel letter 			<p>Conjunctions</p> <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, because, although * Using conjunctions to express time and cause * Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • conjunction • clause • subordinate clause 				Assessment	
Spring	<p>Adverbs</p> <ul style="list-style-type: none"> * Using adverbs to express time and cause * Express time, place and cause using adverbs [for example, then, next, soon, therefore] 			<p>Prepositions</p> <ul style="list-style-type: none"> * Using prepositions to express time and cause * Express time, place and cause using prepositions [for example, before, after, during, in, because of] * Terminology for pupils: <ul style="list-style-type: none"> • preposition 			<p>Speech</p> <ul style="list-style-type: none"> * Introduction to inverted commas to punctuate direct speech <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • direct speech • inverted commas (or 'speech marks') 			<p>Tenses</p> <ul style="list-style-type: none"> * 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] * Using the present perfect form of verbs in contrast to the past tense 		Assessment	
Summer	<p>Nouns</p> <p>. This block will look at types of nouns including abstract nouns.</p>	<p>Paragraphs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>			<p>Word Families</p> <ul style="list-style-type: none"> * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] * Terminology for pupils: <ul style="list-style-type: none"> • word family 			<p>Prefixes</p> <ul style="list-style-type: none"> * Formation of nouns using a range of prefixes [for example super-, anti-, auto-] <p>Spelling: Spell more prefixes</p> <ul style="list-style-type: none"> * Terminology for pupils: <ul style="list-style-type: none"> • prefix 		Assessment			

Year 4

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<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, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas Grammar warm-ups in each English lesson. Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.
Grammar	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive ---s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	
Punctuation	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	Grammatical Terminology
		determiner, pronoun, possessive pronoun, adverbial

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Use 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] * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] * Express time, place and cause using adverbs [for example, then, next, soon, therefore] * Express time, place and cause using prepositions [for example, before, after, during, in, because of] * Introduction to inverted commas to punctuate direct speech * 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] Introduction to paragraphs as a way to group related material * Terminology for pupils: • determiner 					<p>Pronouns</p> <ul style="list-style-type: none"> * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • pronoun • possessive pronoun 		<p>Fronted Adverbials</p> <ul style="list-style-type: none"> * Using fronted adverbials (4G5.6b) Fronted adverbials [for example, Later that day, I heard the bad news.] * Using commas after fronted adverbials * Use commas after fronted adverbials <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • adverbial 					Assessment
Spring	<p>. Apostrophes</p> <ul style="list-style-type: none"> * Indicating possession by using the possessive apostrophe with plural nouns * The grammatical difference between plural and possessive –s * Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 			<p>Speech</p> <ul style="list-style-type: none"> * Using and punctuating direct speech * 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!"] 			<p>Noun Phrases</p> <ul style="list-style-type: none"> * 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) 			<p>Revisit</p> <p>Autumn terms objectives</p> <p>Ready to Write</p> <p>Pronouns</p> <p>Fronted Adverbials</p>		Assessment	
Summer	<p>Standard English</p> <ul style="list-style-type: none"> * 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] 		<p>Paragraphs</p> <ul style="list-style-type: none"> * Use of paragraphs to organise ideas around a theme 			<p>Revisit</p> <p>Spring terms objectives</p> <p>Apostrophes and Speech</p> <p>Recap other objectives (Year 3 and Year 4) reflecting on the needs of the class.</p>					Assessment		

Year 5

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<p>Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas Grammar warm-ups in each English lesson. Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.</p>
Grammar	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	
Punctuation	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<p>Grammatical Terminology</p>
		<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict math's teacher with curly hair) * Using fronted adverbials * Using commas after fronted adverbials^[SEP] * The grammatical difference between plural and possessive –s * 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!"] 			<p>Relative Clauses</p> <ul style="list-style-type: none"> * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Terminology for pupils^[SEP]:</p> <ul style="list-style-type: none"> • relative pronoun • relative clause 			<p>Modal Verbs</p> <ul style="list-style-type: none"> * Using modal verbs to indicate degrees of possibility * Indicating degrees of possibility using modal verbs [for example, might, should, will, must] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • modal verb 		<p>Adverbs^[SEP]</p> <ul style="list-style-type: none"> * Using adverbs to indicate degrees of possibility * Indicating degrees of possibility using adverbs [for example, perhaps, surely] 				Assessment
Spring	<p>Parenthesis</p> <ul style="list-style-type: none"> * Using brackets, dashes or commas to indicate parenthesis <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • parenthesis^[SEP] • bracket^[SEP] • dash 			<p>Expanded Noun Phrases</p> <ul style="list-style-type: none"> * Using expanded noun phrases to convey complicated information concisely 			<p>Tenses</p> <ul style="list-style-type: none"> * Using the perfect form of verbs to mark relationships of time and cause 						Assessment
Summer	<p>Commas</p> <ul style="list-style-type: none"> * Using commas to clarify meaning or avoid ambiguity in writing <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • ambiguity 		<p>Cohesion</p> <ul style="list-style-type: none"> * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Link 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] <p>Terminology for pupils: • cohesion</p>						<p>Prefixes</p> <ul style="list-style-type: none"> * Verb prefixes [for example, dis-, de-, mis-, over- and re-] 		<p>Suffixes</p> <ul style="list-style-type: none"> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 		Assessment

Year 6

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<p>Grammar taught through class reader. Implemented using Teaching Grammar Lesson ideas and Strategies Practical activities used to illustrate objectives taught. Classroom Secrets scheme used to support the planning and provide additional practise in some areas Grammar warm-ups in each English lesson. Grammar should be taught as part of the whole lesson and relating to the whole school overview and any specific skills needed for a piece of writing.</p>
Grammar	<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 • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis 	
Punctuation	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently 	<p>Grammatical Terminology</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * Using modal verbs to indicate degrees of possibility * Indicating degrees of possibility using modal verbs [for example, might, should, will, must] * Using adverbs to indicate degrees of possibility * Indicating degrees of possibility using adverbs [for example, perhaps, surely] * Using brackets, dashes or commas to indicate parenthesis * Using expanded noun phrases to convey complicated information concisely * Using the perfect form of verbs to mark relationships of time and cause * Using commas to clarify meaning or avoid ambiguity in writing 				<p>Synonyms and Antonyms</p> <ul style="list-style-type: none"> * How words are related by meaning as synonyms and antonyms [for example, big, large, little] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • synonym • antonym 		<p>Word Classes</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • subject^{SEP} • object 		<p>Subjunctive Form</p> <ul style="list-style-type: none"> * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms * 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] * 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 such as If I were or Were they to come in some very formal writing and speech] * Recognising subjunctive forms 		Assessment	
Spring	<p>Punctuation 1</p> <ul style="list-style-type: none"> * Using a colon to introduce a list * Use of the colon to introduce a list * Use of semi- colons within lists * Punctuating bullet points consistently * Punctuation of bullet points to list information <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon • semi-colon^{SEP} • bullet points 		<p>Active and Passive</p> <ul style="list-style-type: none"> * Using passive verbs to affect the presentation of information in a sentence * Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • active • passive 		<p>Formal and Informal</p> <ul style="list-style-type: none"> * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms * 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] * 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 such as If I were or Were they to come in some very formal writing and speech] 			<p>Punctuation 2</p> <ul style="list-style-type: none"> * Using semi-colons to mark boundaries between independent clauses * Using colons to mark boundaries between independent clauses * Using dashes to mark boundaries between independent clauses * Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] * Use of the colon to mark the boundary between independent clauses * Use of the dash to mark the boundary between independent clauses <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon^{SEP} • semi-colon 		<p>Hyphens</p> <ul style="list-style-type: none"> * Using hyphens to avoid ambiguity * How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark^{SEP} recover versus re- cover] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • hyphen 		
Summer	<p>Revision Assessments (SATs)</p>			<p>Cohesion</p> <ul style="list-style-type: none"> * 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 * Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • Ellipsis 			<p>Consolidation (Key Stage 2)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>					

