Year 1 - Essential Knowledge <mark>Autumn Term End Points</mark> <mark>Spring Term End Points</mark> Summer Term End Points

English: Grammar and Punctuation	
Connected knowledge: 1. Name: • capital letter • spelling 2. Labels: • the word matches the picture Lists: • each item has a new line 3. One sentence: • finger spaces between the words • starts with a capital letter • ends with a full stop	**New knowledge Y1:** 1. Capital letters: • names • places • days • months 2. Sentences: • compose a sentence orally • capital letters • full stops • how to write more than one sentence 3. Questions: • what a question mark is • come at the end of a question • start with specific vocabulary • need to have an answer 4. Exclamation marks: • what an exclamation mark is • it is at the end of a sentence • used to create shock or show something is loud 5. Nouns: • people • places • things 6. Adjectives: • describe a noun • can be next to the noun • can be elsewhere in a sentence 7. Verbs: • are an action 8. Tenses: • simple past • simple present 9. Know what a noun phrase is (1 adjective) 10. Conjunctions: • Coordinating conjunction 'and' is used (Both parts of the sentence must be a main idea)

English: Grammar, Spelling and Punctuation

Connected knowledge Y1:
1. Capital letters:
• names
• places
• days
• months
2. Sentences:
• compose a sentence orally
• capital letters
• full stops
• how to write more than one sentence
3. Questions:
• what a question mark is
• come at the end of a question
• start with specific vocabulary
• need to have an answer
4. Exclamation marks:
• what an exclamation mark is
• it is at the end of a sentence
• used to create shock or show something is loud
5. Nouns:
• people
• places
• things
6. Adjectives:
• describe a noun
• can be next to the noun
• can be elsewhere in a sentence
7. Verbs:
• are an action
8. Tenses:
• simple past
• simple present
9. Know what a noun phrase is (1 adjective)
10. Conjunctions:
• Coordinating conjunction 'and' is used (Both parts of the sentence must be a main idea)

New knowledge Y2:
1. Sentence types:
• commands ➢ begin with a verb ➢ end with a full stop or an exclamation mark
• Exclamations ➢ begin with 'what' or 'how' ➢ end with an exclamation mark
• Statement ➢ end with a full stop.
• Question ➢ Use who, what, when, where, why ➢ end with a question mark
2. Commas in a list:
• what a comma is
• how a comma is used in a list of three nouns
• how a comma is used in a list of adjectives
3. Apostrophes:
• missing letters
• possession
4. Nouns:
• common nouns ➢ people ➢ places ➢ things
• proper nouns ➢ names of common nouns ➢ need to have a capital letter
5. Noun phrases and expanded noun phrases:
• article, adjective, noun
• can be two adjectives (with a comma) and then the noun
6. Adverbs ending in -ly:
• next to the verb
• in another place in the sentence
7. Tenses:
• Past and present used accurately
• progressive form
8. Conjunctions:
• Use conjunctions to join clauses
• co-ordination ➢ and ➢ but ➢ or
• subordination ➢ when ➢ because ➢ if ➢ that
9. Varied sentence openers
• Time words – then, next, after that

English: Grammar and Punctuation

Connected knowledge Y2:	**New knowledge Y3:**
1. Sentence types:	1. Types of sentences:
• commands ➢ begin with a verb ➢ end with a full stop or an exclamation mark	• simple sentences ¬ one main idea
• Exclamations ➢ begin with 'what' or 'how' ➢ end with an exclamation mark	• compound sentences ¬ two main ideas ¬ use co-ordinating conjunctions (FANBOYS)
• Statement ➢ end with a full stop.	• complex sentences ¬ one main idea and extra information ¬ use subordinating conjunctions (e.g. when, who, before, after, while, because)
• Question ➢ Use who, what, when, where, why ➢ end with a question mark	2. Vocabulary:
2. Commas in a list:	• expanded noun phrase using 'with.'
• what a comma is	• synonyms for common words e.g. said, nice, sad, good
• how a comma is used in a list of three nouns	3. The subordinate clause:
• how a comma is used in a list of adjectives	• what a subordinating conjunction is – when, before, after, while, becasue
3. Apostrophes:	• what a main idea and extra information is in a complex sentence
• missing letters	• extra information after a subordinating conjunction is the subordinate clause
• possession	4. Inverted commas:
4. Nouns:	• what speech is
• common nouns ➢ people ➢ places ➢ things	• what inverted commas are
• proper nouns ➢ names of common nouns ➢ need to have a capital letter	• why inverted commas are used
5. Noun phrases and expanded noun phrases:	• how to use inverted commas
• article, adjective, noun	5. 'A' and 'an':
• can be two adjectives (with a comma) and then the noun	• what words start with vowel sounds ¬ exceptions such as 'honest'
6. Adverbs ending in -ly:	• what words start with consonant sounds
• next to the verb	• 'a' and 'an' are before a noun
• in another place in the sentence	• how to use 'a' and 'an'
7. Tenses:	6. Adverbs for when, where and how:
• Past and present used accurately	• adverbs for when describe where the verb happened
• progressive form	• adverbs for where describe where the verb happened
8. Conjunctions:	• adverbs for how describe how the verb happened
• Use conjunctions to join clauses	7. Prepositions:
• co-ordination ➢ and ➢ but ➢ or	• what a preposition is
• subordination ➢ when ➢ because ➢ if ➢ that	• why prepositions are used
9. Varied sentence openers	• how they are different from adverbs
• Time words – then, next, after that	8. Fronted adverbials:
	• a word, phrase or clause – can be adverbs, prepositions, -ing words, -ed words
	• use adverbials for time – next, then, after, finally, whilst
	• begin to use a comma after a fronted adverbial
	9. The present perfect and past perfect tense
	• the verb 'to have' comes before the main verb
	• 'has' for present tense
	• 'had' for past tense
	• the main verb is always in the simple past

Year 4 Essential Knowledge <mark>Autumn Term End Points</mark> <mark>Spring Term End Points</mark> Summer Term End Points

English: Grammar and Punctuation

Connected knowledge Y3:

1. Types of sentences:
• simple sentences ¬ one main idea
• compound sentences ¬ two main ideas ¬ use co-ordinating conjunctions (FANBOYS)
• complex sentences ¬ one main idea and extra information ¬ use subordinating conjunctions (e.g. when, who, before, after, while, because)

2. Vocabulary:
• expanded noun phrase using 'with.'
• synonyms for common words e.g. said, nice, sad, good

3. The subordinate clause:
• what a subordinating conjunction is – when, before, after, while, because
• what a main idea and extra information is in a complex sentence
• extra information after a subordinating conjunction is the subordinate clause

4. Inverted commas:
• what speech is
• what inverted commas are
• why inverted commas are used
• how to use inverted commas

5. 'A' and 'an':
• what words start with vowel sounds ¬ exceptions such as 'honest'
• what words start with consonant sounds
• 'a' and 'an' are before a noun
• how to use 'a' and 'an'

6. Adverbs for when, where and how:
• adverbs for when describe where the verb happened
• adverbs for where describe where the verb happened
• adverbs for how describe how the verb happened

7. Prepositions:
• what a preposition is
• why prepositions are used
• how they are different from adverbs

8. Fronted adverbials:
• a word, phrase or clause – can be adverbs, prepositions, -ing words, -ed words
• use adverbials for time – Next, then, after, finally, whilst
• begin to use a comma after a fronted adverbial

9. The present perfect and past perfect tense
• the verb 'to have' comes before the main verb
• 'has' for present tense
• 'had' for past tense
• the main verb is always in the simple past

10. Paragraphs

New knowledge Y4:

1. The main clause and subordinate clause:
• the subordinating conjunctions – when, if, because, although
• what the different types of sentences are – simple, compound and complex
• what a main idea is in a compound sentence and complex sentence
• what a subordinate clause is in a complex sentence
• the main clause is the main idea

2. Fronted adverbials in writing:
• what an adverb and adverbial are
• an adverb or adverbial at the start of a sentence is a fronted adverbial ¬ a comma punctuates a fronted adverbial
• Adverbials can be prepositions, adverbs, -ed, -ing words

3. Apostrophes for possession (plural):
• how an apostrophe for possession (plural) is different from an apostrophe for possession (singular)
• there are exceptions e.g. children's, men's
• how to use apostrophes for possession (plural)

4. Inverted commas and commas:
• how to use inverted commas and commas in dialogue
• commas punctuate the reported clause
• punctuation goes within the inverted commas

5. Nouns, Pronouns and possessive pronouns:
• what a pronoun is
• when to use nouns/pronouns to avoid repetition
• what a possessive pronoun is
• the difference between a pronoun and a possessive pronoun

6. Standard English for verbs:
• the difference between Standard English and non-Standard English forms of verbs
• there are irregular verbs that are exceptions to the rule

7. Determiners and articles:
• what determiners are
• articles are a type of determiner

8. Vocabulary:
• expanded noun phrases describe or specify (give detail)
• use synonyms for common words
• use similes
• use alliteration

9. Paragraphs
• paragraphs group information around a theme
• a new paragraph is needed for a change of event, time or place
• in non-fiction paragraphs might have a subheading

• a paragraph groups information round a theme.	

Year 5 Essential Knowledge <mark>Autumn Term End Points</mark> <mark>Spring Term End Points</mark> Summer Term End Points

English: Grammar and Punctuation

Connected knowledge Y4:	**New knowledge Y5:**
1. The main clause and subordinate clause:	1. Types of sentences
• the subordinating conjunctions – when, if, because, although	• simple sentences have one clause and can: be short and snappy ¬ use adjectives ¬ use expanded noun phrases using with ¬ use expanded noun phrases using different prepositions
• what the different types of sentences are – simple, compound and complex	• compound sentences have two main clauses ¬ each clause can vary in length
• what a main idea is in a compound sentence and complex sentence	• complex sentences have a main clause and a subordinate clause and: ¬ are joined using a wide range of subordinating conjunction ¬ the position of the subordinate clause can change ¬ commas can be used to separate clauses
• what a subordinate clause is in a complex sentence	2. A relative clause is a type of subordinate clause:
• the main clause is the main idea	• what relative pronouns are
2. Fronted adverbials in writing:	• relative clauses start with relative pronouns - with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
• what an adverb and adverbial are	3. Parenthesis adds extra information:
• an adverb or adverbial at the start of a sentence is a fronted adverbial ¬ a comma punctuates a fronted adverbial	• can be one word or a short phrase
• Adverbials can be prepositions, adverbs, -ed, -ing words	• can be punctuated using brackets
3. Apostrophes for possession (plural):	• can be punctuated using dashes
• how an apostrophe for possession (plural) is different from an apostrophe for possession (singular)	• can be punctuated using commas
• there are exceptions e.g. children's, men's	4. Adverbs, modal verbs and adverbials:
• how to use apostrophes for possession (plural)	• adverbs can be placed in different positions
4. Inverted commas and commas:	• some adverbs indicate a degree of possibility
• how to use inverted commas and commas in dialogue	• modal verbs indicate degrees of possibility
• commas punctuate the reported clause	• adverbs of possibility and modal verbs can be used together
• punctuation goes within the inverted commas	5. Commas punctuate sentence structures:
5. Nouns, Pronouns and possessive pronouns:	• to clarify meaning
• what a pronoun is	• to avoid ambiguity
• when to use nouns/pronouns to avoid repetition	6. Verbs:
• what a possessive pronoun is	• the perfect form of the verb (has/have/had…) – marks time (the film **had** started) and cause (we **had read** all the books so looked for a new one)
• the difference between a pronoun and a possessive pronoun	7. Vocabulary:
6. Standard English for verbs:	• metaphor
• the difference between Standard English and non-Standard English forms of verbs	• personification
• there are irregular verbs that are exceptions to the rule	8. Paragraphs
7. Determiners and articles:	• adverbials of time link ideas across paragraphs
• what determiners are	
• articles are a type of determiner	
8. Vocabulary:	
• expanded noun phrases describe or specify (give detail)	
• use synonyms for common words	
• use similes	
• use alliteration	
9. Paragraphs	
• paragraphs group information around a theme	
• a new paragraph is needed for a change of event, time or place	
• in non-fiction paragraphs might have a subheading	

Year 6 Essential Knowledge Autumn Term End Points Spring Term End Points Summer Term End Points

English: Grammar and Punctuation

Connected knowledge Y5:	**New knowledge Y6:**
1. Types of sentences	1. Types of Sentences:
• simple sentences have one clause and can: ¬ be short and snappy ¬ use adjectives ¬ use expanded noun phrases using with ¬ use expanded noun phrases using different prepositions	• Simple sentences can include a wider range of adverbials in different positions
• compound sentences have two main clauses ¬ each clause can vary in length	• Compound sentences can include different types of simple sentences
• complex sentences have a main clause and a subordinate clause and: ¬ are joined using a wide range of subordinating conjunction ¬ the position of the subordinate clause can change ¬ commas can be used to separate clauses	• Complex sentences use at least one dependent clause
2. A relative clause is a type of subordinate clause:	• A relative clause is: ➢ a type of subordinate clause ➢ introduced by a relative pronoun which links the relative clause to another part of the sentence
• what relative pronouns are	2.Correct subject and verb agreement:
• relative clauses start with relative pronouns - with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	• A singular subject is always followed by the singular form of the verb
3. Parenthesis adds extra information:	• A plural subject is always followed by the plural form of the verb
• can be one word or a short phrase	3.Perfect form of verbs to mark relationships of time and cause:
• can be punctuated using brackets	• What the present perfect is: ➢ has/have + past participle
• can be punctuated using dashes	• What the past perfect is: ➢ had + past participle
• can be punctuated using commas	4.Passive and active verbs:
4. Adverbs, modal verbs and adverbials:	• Active voice: ➢ sentences written with a subject, verb and object
• adverbs can be placed in different positions	• Passive voice: ➢ sentences written where the object of the sentence comes first
• some adverbs indicate a degree of possibility	5.Semi-colons, colons, dashes and hyphens:
• modal verbs indicate degrees of possibility	• Semi-colons: ➢ separate items in a complex series ➢ join 2 related, independent clauses without using a conjunction
• adverbs of possibility and modal verbs can be used together	• Colons: ➢ introduce a list ➢ join two independent clauses where the second sentence further explains or illustrates the first
• wide range of adverbials used	• Dashes: • add parenthesis in informal writing
5. Commas punctuate sentence structures:	• Hyphens: • join two or more words together to become a compound word
• to clarify meaning	• Ellipsis… omission of words
• to avoid ambiguity	6.The subjunctive form:
6. Verbs:	• when it is used:
• the perfect form of the verb (has/have/had…) – marks time (the film **had** started) and cause (we **had read** all the books so looked for a new one)	• informal speech and writing to show requests, commands, advice, wishes or hypothetical situations
7. Vocabulary:	• how it is formed: form of the verb is the same, no matter who is doing the action
• metaphor and personification	7. Vocabulary:
8. Paragraphs	• use synonyms and antonyms
• adverbials of time link ideas across paragraphs	• choose figurative language effects appropriate to writing