



Greyfriars Academy – Curriculum Overview:

Grammar, Punctuation and Spelling



EYFS:

	Comprehension	Word Reading	Writing
Core Knowledge from ELGs Word Level	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories, Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least ten digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Year 1:

	Autumn Term	Spring Term	Summer Term
Word Level	<ul style="list-style-type: none"> Consolidation and application of EYFS objectives (with support). Identifying a concrete nouns in simple sentences. Regular plural noun suffixes (-s or -es). 	<ul style="list-style-type: none"> Identifying verbs in simple sentences. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). 	<ul style="list-style-type: none"> Identifying adjectives in simple sentences. How the prefix un- changes the meaning of verbs and adjectives [negation – e.g. unkind, undoing, untie]
Sentence Level	<ul style="list-style-type: none"> How words can combine to make sentences. 	<ul style="list-style-type: none"> Joining words/clauses using <i>and</i>. How words can combine to make sentences. 	<ul style="list-style-type: none"> Joining words/clauses using <i>and</i>.
Text Level	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives.
Punctuation	<ul style="list-style-type: none"> Separation of words with spaces. What should capital letters look like? Using capital letters to start sentences and full stops to end sentences. Capital letters for names. 	<ul style="list-style-type: none"> Consolidation and more independent application of Autumn term objectives. Capital letters for names and the personal pronoun <i>I</i> (<i>Spring 1</i>). Using question marks and exclamation marks to accurately demarcate sentences (<i>Spring 2</i>). 	<ul style="list-style-type: none"> Consolidation of objectives from Autumn and spring term with a focus on a more independent level of application.
Key Terminology	<ul style="list-style-type: none"> letter, capital letter noun singular, plural sentence punctuation, full stop 	<ul style="list-style-type: none"> Consolidation of Autumn term key vocabulary verb question mark exclamation mark 	<ul style="list-style-type: none"> Consolidation of Spring/Autumn term key vocabulary suffix adjective
KS1 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of RWI spelling patterns from EYFS. Rule 1 – Double s, l, f, z, k 	<ul style="list-style-type: none"> Rule 2 – Syllable division Rule 3 – -tch Rule 4 – Plural s/-es 	<ul style="list-style-type: none"> Rule 5 – Split digraph Rule 6 – /ee/ spelt ‘y’ at the end of words. Rule 7 – oy

Year 2:

	Autumn Term	Spring Term	Summer Term
Word Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 1. Formation of nouns using suffixes such as -ness and -er (happy – happiness or garden – gardener). Formation of nouns by compounding (whiteboard, superman). 	<ul style="list-style-type: none"> Formation of adjectives using suffixes such as -full or -less. 	<ul style="list-style-type: none"> Use of the suffixes -er and -est in adjectives. The use of the suffix -ly in Standard English to turn adjectives into adverbs.
Sentence Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 1. Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon). 	<ul style="list-style-type: none"> Consolidation and independent application of expanded noun phrases. Coordination (using and, or, but) Subordination (using when, if, that, because) 	<ul style="list-style-type: none"> Consolidation of previous learning on expanded noun phrases, coordination and subordination. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Text Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 1. Correct choice and consistent use of present and past tense throughout writing. 	<ul style="list-style-type: none"> Correct choice and consistent use of present and past tense throughout writing. Use of the progressive forms of verbs in the present and past tense to mark actions in progress (e.g. she is drumming/He was shouting). 	<ul style="list-style-type: none"> Consolidation/independent application of previous knowledge. Use of the progressive forms of verbs in the present and past tense to mark actions in progress (e.g. she is drumming/He was shouting).
Punctuation	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 1. Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences. 	<ul style="list-style-type: none"> Commas to separate items in a list. 	<ul style="list-style-type: none"> Apostrophes to mark where letters are missing (e.g. can't/won't) Apostrophes for singular possession of nouns.
Key Terminology	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 1. noun/noun phrase compound suffix verb tense (past, present) 	<ul style="list-style-type: none"> comma suffix adjective verb tense (past, present) 	<ul style="list-style-type: none"> suffix statement, question, exclamation, command apostrophe verb/adverb tense (past, present)
KS1 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of RWI phonic spelling knowledge from Year 1 Rule 8 - -ed suffix 	<ul style="list-style-type: none"> Rule 9 – -er/-est suffix Rule 10 – -ing suffix Rule 11 – /j/ ending Rule 12 – /l/ ending 	<ul style="list-style-type: none"> Rule 13 – Contractions Rule 14 – Suffixes after a 'y' Rule 15 – Suffixes -ment, -ness, -ful and -less Rule 16 (in preparation for Y3) – Suffix -ly

Year 3:

	Autumn Term	Spring Term	Summer Term
Word Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 2. Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Identifying conjunctions 	<ul style="list-style-type: none"> 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] Identifying adverbs 	<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] Identifying prepositions.
Sentence Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 2. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],], 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] and adverbs [for example, then, next, soon, therefore] 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 2. Introduction to paragraphs as a way to group related material. 	<ul style="list-style-type: none"> Headings and subheadings to aid presentation. 	<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]. N.B. T
Punctuation	<ul style="list-style-type: none"> Consolidation and independent application of key knowledge from Year 2. 	Introduction to inverted commas to punctuate direct speech.	<ul style="list-style-type: none"> Inverted commas to punctuate direct speech (independent application).
Key Terminology	<ul style="list-style-type: none"> Consolidation of key terminology from Year 2. conjunction prefix clause subordinate clause 	<ul style="list-style-type: none"> inverted commas (or 'speech marks') consonant vowel conjunction adverb direct speech 	<ul style="list-style-type: none"> inverted commas (or 'speech marks') preposition conjunction adverb word family direct speech
LKS2 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of Y2 PiXL spelling rules Rule 16 – Suffix -ly 	<ul style="list-style-type: none"> Introduction to rule 17 – sion/tion Introduction to Rule 18 - Prefixes Introduction to Rule 19 – sure/ture 	<ul style="list-style-type: none"> Introduction to Rule 20 – ous/iou Introduction to Rule 21 – Adding suffixes beginning with a vowel to a polysyllabic word. Introduction to Rule 22 – cian/ssion

Year 4:

	Autumn Term	Spring Term	Summer Term
Word Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 3. The grammatical difference between plural and possessive s (introduction) 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive s (independent) Identifying 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] Identifying personal and possessive pronouns. 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive s (independent) Identifying and consistently/appropriately using 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] Identifying personal and possessive pronouns.
Sentence Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 3. 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) 	<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) Identifying fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> Identifying fronted adverbials [for example, Later that day, I heard the bad news.] and ensuring (with support) that they are appropriately punctuated (followed by a comma). Identifying determiners (focus on a/an and the)
Text Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 3. Use of paragraphs to organise ideas around a theme Revisit Y3 learning on inverted commas to indicate direct speech with a view to applying this more independently and without prompt. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 3. 	<ul style="list-style-type: none"> 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!"] Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> 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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Key Terminology	<ul style="list-style-type: none"> Consolidation of key terminology from Year 3. determiner pronoun possessive pronoun adverbial 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial
LKS2 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of Y3 PiXL Spelling rules Rule 16 – Suffix -ly (revisit) Rule 17 – sion/tion (revisit) 	<ul style="list-style-type: none"> Rule 17 – sion/tion (revisit) Rule 18 – Prefixes (revisit) Rule 19 – sure/ture (revisit) 	<ul style="list-style-type: none"> Rule 20 – ous/iou (revisit) Rule 21 – Adding suffixes beginning with a vowel to a polysyllabic word. (revisit) Rule 22 – cian/ssion (revisit)

Year 5:

	Autumn Term	Spring Term	Summer Term
Word Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 4. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]. 	<ul style="list-style-type: none"> Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 4. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Text Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 4. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 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] 	<ul style="list-style-type: none"> 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]
Punctuation	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 4. Brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity
Key Terminology	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 4. Modal verb parenthesis bracket dash cohesion ambiguity 	<ul style="list-style-type: none"> Modal verb parenthesis bracket dash cohesion ambiguity relative pronoun relative clause 	<ul style="list-style-type: none"> relative pronoun relative clause
UKS2 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of LKS2 PiXL Spelling Rules Rule 23 – tial/cial 	<ul style="list-style-type: none"> Rule 24 – ible/able Rule 25 – cious/tious Rule 26 – ant/ent 	<ul style="list-style-type: none"> Rule 27 – Adding suffixes beginning with a vowel to words ending in -fer Rule 28 – ei/ie Rule 29 – hyphens

Year 6:

	Autumn Term		Spring Term		Summer Term	
Word Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 5. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 		<ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>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]</p>		<ul style="list-style-type: none"> 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] 	
Sentence Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 5. Identifying the subject and object of 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)]. 		<ul style="list-style-type: none"> 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] 		Consolidation and application of knowledge from earlier in the year.	
Text Level	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 5. 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 		<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] 		<ul style="list-style-type: none"> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	
Punctuation	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 5. Use of the colon to introduce a list and use of semi-colons within lists Use of the colon to introduce a list and use of semi-colons within lists 		<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] 		<ul style="list-style-type: none"> Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 	
Key Terminology	<ul style="list-style-type: none"> Consolidation of key knowledge from Year 5. ellipses colon semi-colon 	<ul style="list-style-type: none"> active passive synonym antonym ellipsis colon semi-colon dash 	<ul style="list-style-type: none"> synonym antonym ellipsis colon semi-colon dash 	<ul style="list-style-type: none"> synonym antonym ellipsis colon semi-colon dash 	<ul style="list-style-type: none"> hyphen bullet points 	<ul style="list-style-type: none"> hyphen bullet points
UKS2 PiXL Spelling Rules	<ul style="list-style-type: none"> Consolidation of Y5 PiXL Spelling Rules Rule 30 – Silent letters 		<ul style="list-style-type: none"> Consolidation/application of spelling rules from all year groups in preparation for statutory testing. 		<ul style="list-style-type: none"> Consolidation/application of spelling rules from all year groups in preparation for statutory testing. 	