

# English Curriculum Map

## Vocabulary and Grammar

### Year 6

- Manipulate sentences to create particular effects.
- Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*
- Identify the **subject** and **object** of a sentence.
- Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse versus the window in the greenhouse was broken.*
- Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).*
- Explore, collect and use vocabulary typical of formal
- and informal speech and writing e.g. *find out – discover, ask for – request, go in – enter.*
- Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*

### Upper KS2

### Year 5

- Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.*
- Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*
- Create and punctuate complex sentences using **ed** opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.*
- Create and punctuate complex sentences using **ing** opening clauses, e.g. *Grimacing with anticipation, Paul launched himself from the diving board.*
- Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.*
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*
- Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently.*
- Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.*
- Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must, alternatively, certainly, probably.*
- Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably.*
- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.

### Year 4

- Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
- Use commas to mark clauses in complex sentences.
- Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- Create sentences with fronted **adverbials** for where e.g. *In the distance, a lone wolf howled.*
- Use nouns for precision, e.g. *burglar* rather than *man*, *bungalow* rather than *house*.
- Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.*
- Explore, identify and use Standard English verb inflections for writing e.g. *We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*
- Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*

### Year 2

- Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination).
- Use sentences with different forms: **statement, question, command, exclamation.**
- Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*
- Use subordination for reason using *because* and *if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*
- Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.*
- Select, generate and effectively use **verbs**.
- Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (e.g. *he was shouting*) to mark actions in progress.
- Use **past tense** for narrative, recount (e.g. *diary, newspaper report, biography*) historical reports.
- Use **present tense** for non-chronological reports and persuasive adverts.
- Select, generate and effectively use **nouns**.
- Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker.*
- Create **compound** words using **nouns**, e.g. *whiteboard* and *football*.
- Select, generate and effectively use **adjectives**.
- Identify, generate and effectively use **noun phrases**, e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification).
- Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless.*
- Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.*
- Select, generate and effectively use **adverbs**.
- Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*

### Lower KS2

### Year 3

- Identify **clauses** in sentences.
- Explore and identify main and **subordinate clauses** in complex sentences.
- Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if, because, although, while, since, until, before, after, so.*
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*
- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
- Explore and collect nouns with **prefixes** *super, anti, auto.*

### KS 1

### Year 1

- Say, and hold in memory whilst writing, simple **sentences** which make sense.
- Write simple **sentences** that can be read by themselves and others.
- Separate **words** with spaces.
- Use the joining word *and* to link words and clauses.
- Extend range of joining words to link words and clauses using *but* and *or*.
- Make **singular** nouns **plural** using *'s* and *'es* e.g. *dog, dogs; wish, wishes.*
- Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.*
- Add the prefix *'un'* to verbs and adjectives to change the meaning e.g. *untie, unkind.*

### EYFS

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