



Inspire English Pathways

Grammar focus:

ensure that a cumulative approach is used, whereby children master the grammar taught prior to moving onto the next grammar objective.

In Key Stage One, the focus for **all** is on writing quality sentences. These should be accurately punctuated, with a focus on letter formation and incorporation of conjunctions and other grammatical structures where pupils are mastering the sentence. Sentences should be dictated and built to form sequences so that children can focus on the development of paragraphs from **Year 3**.

Year 1	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	How words can combine to make simple sentences. How sentences begin with a capital letter and end with a full stop.	How words combine to phrases to make sentences.	Joining words using 'and' within sentences.	Joining clauses using 'and' within sentences.	Sequencing more than one sentence to form short narratives. To begin to use question marks	To begin to use exclamation marks To use question marks to pose a question
vocabulary	capital letter word sentence full stop	phrase (consolidate previously taught)	singular plural	(consolidate previously taught)	(consolidate previously taught)(consolidate previously taught)	(consolidate previously taught)(consolidate previously taught)
spelling	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.		Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.		Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.	



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			Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).		Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].	
punctuation	<u>Aa</u> •	<u>Aa</u> •	<u>Aa</u> •	<u>Aa</u> •	<u>Aa</u> • ?	<u>Aa</u> • !
grammar	Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop. Form capital letters	Leaving spaces between words. Joining words using 'and'. Punctuating sentences using a capital letter and a full stop most of the	Leaving spaces between words. Joining words and joining clauses using 'and'. Punctuating sentences using a capital letter and full	Leaving spaces between words. Joining words and joining clauses using 'and'. Punctuating sentences using a capital letter and full stop all of the	Consolidate plus beginning to punctuate using a question mark	Consolidate all plus beginning to punctuate using an exclamation mark



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		time. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	stop all of the time Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	time Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		
handwriting	sit correctly at a table, feet flat and back straight hold a pencil comfortably and correctly using the three finger hold	form letters and capital letters accurately form digits 0-9 accurately	use accurate formation of ascenders and descenders			



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Year 2	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
sentence	The present and past tenses correctly and consistently	Sentences with statements and questions	Sentences with different forms: exclamations or commands	Past and present progressive verb form	The present and past tenses correctly and consistently including the progressive form. Sentences with different forms: statement, question, exclamation or command	consolidation
vocabulary	capital letter word sentence full stop adjective noun Progressive tense	phrase <i>(consolidate previously taught)</i>	singular plural	adverb progressive tense	<i>consolidate previously taught</i>	<i>consolidate previously taught</i>
spelling	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.		Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).		Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).	



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					How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].	
punctuation	•	• ?	• ?!	• ?!	• ,?!'	• ,?!'
grammar	Recognising Common Nouns and Proper Nouns Recognise different types of verbs adjectives	statements question. expanded noun phrases for description and specification	exclamations commands coordinating conjunctions to join clauses using 'so', 'and', 'but' and 'or'	Subordination using when, if, that, because Singular nouns plural or possessive	apostrophes contractions apostrophe for possession Commas in a list	recognising simple past and present tense adverbs Recap verbs nouns adjectives adverbs
Handwriting	sit correctly at a table, feet flat and back straight hold a pencil comfortably and correctly using the three finger hold	form letters and capital letters accurately form digits 0-9 accurately				
Follow the KL planning document						



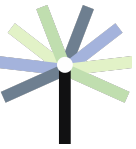
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In Lower Key Stage Two, the focus for teachers is on writing for specific purpose - not covering multiple genres. Pupils should be taught to transform their thoughts and ideas into a quality paragraph (up to two) in Year 3 and build on this to two to three paragraphs in Year 4. This ensures a continued focus on the accuracy of written sentences, embedding of fundamental grammatical content and a focus on developing language, rather than conforming to specific genre.

Year 3	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Writing to describe	Writing to inform	Writing to entertain		Writing to persuade	Writing to explain
grammar	To use determiners with accuracy To use prepositions to describe where To use prepositions to describe when	To use expanded noun phrases. To use coordinating conjunctions across sentences. To use subordinating conjunctions to express time.	To use subordinating conjunctions to express place To use subordinating conjunctions to express manner.	To use adverbials to express when To use adverbials to express where To use adverbials to express how	To use direct speech.	consolidation
vocabulary	determiner expanded noun phrase Coordinating conjunctions	subordinating conjunction subordinate clause	possessive apostrophe word family	Preposition adverbial	pronoun direct speech inverted commas	Consolidation of all previously taught
spelling	Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.		Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning.		Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. Formation of nouns using a range of prefixes [for example super-, anti-, auto-].	



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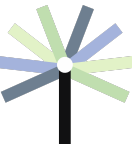
punctuation		<i>consolidate previously taught</i>	" "
handwriting	Kinetic Letters - see planning documentation		



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Year 4	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Writing to describe	Writing to inform	Writing to entertain		Writing to persuade	Writing to explain
grammar	To use determiners with accuracy To use pronouns to avoid repetition To use prepositions to add precision to my writing	To fronted adverbials to express time To fronted adverbials to express place To fronted adverbials to express manner	To use prepositional phrases to describe the position of something in relation to something else To use the present perfect verb form	To use subordinating conjunctions to join clauses.	To use direct speech with accuracy across a piece of writing.	consolidation
vocabulary	Consolidation of all previously taught vocabulary and pre-requisite content taught including KSI					
spelling	The grammatical difference between plural and possessive -s		The grammatical difference between plural and possessive -s 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]		The grammatical difference between plural and possessive -s 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]	



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punctuation						
handwriting	Kinetic letters - see planning documentation					



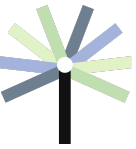
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In UKS2, we are focusing on developing our genre coverage across multiple paragraphs. By this time, pupils should be able to embed key grammatical skills within paragraphs, building cohesion across paragraphs. Pupils should be using what they have read to inspire their own writing and look at varying sentence models to support their writing. Vocabulary should be developed and used appropriately, with a clear focus on audience and purpose.

Year 5	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Writing to describe	Writing to entertain	Writing to inform	Writing to discuss	Writing to persuade	Writing to explain
Genre	Setting Character Atmosphere/mood	Narrative Flashback Poetry	Recount (witness statement / diary) Letter (formal) Non-Chron report	Article for newspaper Balanced argument Review	Speech Advertisement Letter (informal)	Explanation text (report) Essay
grammar	adverbials of time, place and manner pronouns to avoid ambiguity to use brackets, dashes or commas to indicate parenthesis	indicating degrees of possibility using adverbs or modal verbs To use organisational devices such as subheadings and bullet points	relative pronouns relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	past/present progressive/perfect verb forms relative clauses within sentences and at the end of sentences.	developing cohesion within and cross paragraphs The difference between speech and dialogue	consolidation
vocabulary	Parenthesis Modal verb	Bullet point Subheading	Commas for relative clauses	cohesion speech dialogue	Consolidation of all previously taught vocabulary and pre-requisite content taught including KSI	
spelling	homophones Converting nouns or adjectives into verbs using suffixes (-ate, -ise -ify)		Converting nouns or adjectives into verbs using suffixes (-ate, -ise -ify) Verb prefixes (dis- & de-)		Converting nouns or adjectives into verbs using suffixes (-ate, -ise -ify) Verb prefixes (dis-, de-, mis-, over- and re-) Words with the /i/ sound spelt ei after c	



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punctuation	Plural and possessive apostrophes direct /reported speech	Recognise parenthesis Use commas, brackets and dashes for parenthesis	
handwriting	Kinetic Letters - follow planning documentation		



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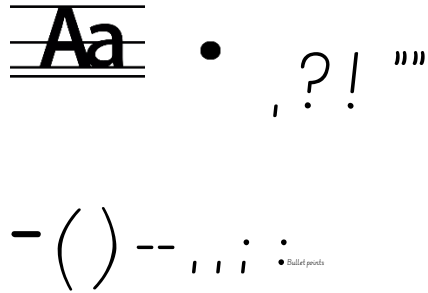
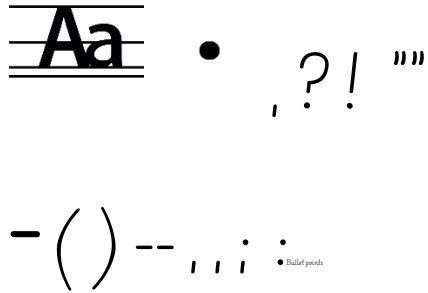
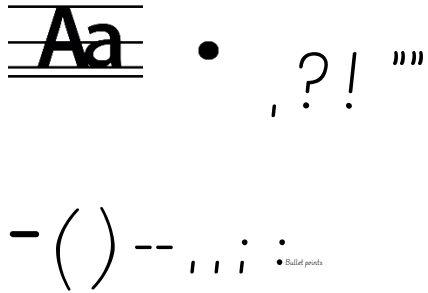
Year 6	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	Writing to describe	Writing to entertain	Writing to inform	Writing to discuss	Writing to persuade	Writing to explain
Genre	Setting Character Atmosphere/mood	Narrative Flashback Poetry	Recount (witness statement / diary) Letter (formal) Non-Chron report	Article for newspaper Balanced argument Review	Speech Advertisement Letter (informal)	Explanation text (report) Essay
grammar	Recognising vocabulary and structures that are appropriate for formal speech and writing Convey complicated concisely information using expanded noun phrases Conjunctions / adverbials of time / synonyms / pronouns within and across paragraphs	Use the perfect verb form to mark relationships of time and cause Use passive verbs to affect the presentation of information Use modal verbs or adverbs to indicate degrees of possibility	Fluency and accuracy of sentences across paragraphs, when writing at length. Development of authorial tone and choice. Integrate dialogue within narratives	Use subjunctive form during formal speech and writing	consolidation	consolidation
vocabulary	Synonym Passive voice Active voice	Subjunctive dialogue				



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spelling	Endings which sounds like /us/ spelt -cious or -tious Endings with sound like /el/ -cial or -tial Words ending in -ant -ance - ancy - ent - ence - ency Words containing the string -ough	Words ending in -able / -ably or -ible / -ibly Adding suffixes beginning with vowel letters to words ending in fer Silent letters	Use of hyphen to join prefix to root word
punctuation			
handwriting	Kinetic letters - follow planning documentation.		