

Year	Topic	Examples	Terminology	Importance
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop	High
	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter	High
	Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	Joining words	High
	Using a question mark at the end of a sentence to indicate a question	<i>Why did Max want to come home?</i>	Question Question mark	Low at this stage
	Using an exclamation mark at the end of a sentence to indicate an exclamation	<i>There was a terrible mess!</i>	Exclamation Exclamation mark	Low at this stage
	Use singular and plural	<i>One apple, two apples</i>	Singular Plural	High
	Read aloud with pace and expression appropriate to the grammar e.g. pausing at full stops, raising voice for questions	<i>Use of punctuation to read</i>	Expression Pause Full stop Question	Medium
	Sequencing of sentences to form short narratives	<i>Text level</i>	story	High
	How words can combine to make sentences	<i>Sentence level</i>	Sentence	High
	Separation of words with spaces	<i>Finger spaces</i>	Word	High
Pronouns to replace proper nouns Personal pronoun I	<i>Jim drew his sword and then he fought the giant.</i> <i>I is a capitalised pronoun</i>	Pronoun	Medium High	

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2	Demarcate sentences using capital letters at the start and full stops, exclamation (to denote strong emotion) question marks (understand) at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark	High
	Capitalisation for other purposes e.g. personal titles, headings, books titles, emphasis	<i>Miss Jones Goldilocks and the Three Bears There was a loud BANG. Christmas is in December.</i>	Capital	High
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs. I ate a banana, apple, carrot and ice cream for lunch.</i>	Comma comma	Low at this stage High
	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective	High
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <i>When the tiger came to tea, he ate up all the food and drank up all the water. If another tiger comes to tea, we have some tins of tiger-food.</i>	None Joining word	Medium / High
	Use and distinguish past and present text Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.	In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i> e.g. Yesterday I rode/rides/ride/riding my bike.	Verb Tense Past Present	Medium
Understand and use the term adverb (linked to spelling turning adjectives into adverbs)	Adverb a describing word for verbs or doing words e.g. Timothy quickly tidied his bedroom. The almighty tree stood in the playground. Slowly he crept around it.	Adverb Verb	High	

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	Use adjectival phrases to describe nouns Expanded noun phrases	The tiger who came to tea was lovely and gentle. The blue butterfly / plain flour / the man in the moon	Noun Noun Phrases	Low at this stage Medium
	Use apostrophes for contracted forms – relate this to differences between spoken & written English.	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe	High
	Use apostrophe to mark singular possession in nouns	Jane's umbrella was blue.		Low
Year 2	Grammatical patterns in a sentence to indicate its function: statement, question, exclamation or command.	Identify and write a statement e.g. The ball is blue. Identify and write a command e.g. Put that ball down. Identify and write an exclamation e.g. The window is broken! Turn statements into questions using 'wh' words e.g. what, where, when, who.	Statement Question Exclamation Command	High High
	Understand the need for grammatical agreement by matching verbs to nouns / pronouns	e.g. I am The children are I give / gave a penny to Luke.	None	medium
	Read aloud with intonation and expression appropriate to the grammar and punctuation. Identify speech marks in reading and understand their purpose.	Sentences, speech marks, commas, exclamation/question marks. <i>Identify speech marks in reading and why they are used.</i> Identify the position of speech punctuation within the inverted commas e.g. "Where are you going?"	Speech marks	Medium medium
	In spelling to understand and use – terminology	Whiteboard / superman Happiness, less / full	Compound suffix	medium

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3	Recognise simple sentences (simple clause) and begin to recognise compound (co-ordination e.g. or, and, but) and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence <i><u>When</u> the rain stopped, the girls went back to the playground.</i>	Sentence Conjunction (joining simple) clauses Subordinate clause	High
	Accurately use full stops, capital letters, commas in lists, question marks and exclamation marks.	Exclamation marks to denote strong emotion.	Full stop Capital letter Comma Question mark Exclamation mark	High
	Expressing time, place and cause using adverbs, prepositions or conjunctions. Time: when Reason: if Cause: because, although	Adverbs e.g. then, next, soon, therefore e.g. He <u>soon</u> dug the vegetable patch. He ate cake and <u>then</u> burped. Prepositions e.g. before, after, during, in, of e.g. <u>Before</u> lunch they did literacy. The book was <u>in</u> my book bag. Conjunctions e.g. He ate his lunch, before he did his literacy. <u>While</u> he was awake, he liked to day-dream a lot.	Adverb (how) Preposition (where) Conjunction (cause)	High
	Use and recognise nouns, adjectives and adjectival phrases (expanded noun phrase). Understand the function of adjectives – the impact of different adjectives.	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy, loud and messy</u>. Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>	Noun Adjective Subordinate clause	High
	Introduce the idea / concept of a verb and classify them. Use powerful verbs Use the present perfect form of verbs instead of simple past. Verbs in the correct person (1 st , 2 nd , 3 rd) and ensure grammatical agreement	Sentences require verbs to make sense. Classify verbs: run, chase, sprint. Not: <i>I <u>went</u> out of the room</i> but <i>I <u>stormed</u> out of the room ...</i> or <i>I <u>plodded</u> / I <u>crept</u> ...</i> Present perfect e.g. He <u>has gone</u> out to play vs. He <u>went</u> out to play e.g. I/we do you do – he/she/does I am, we are	Verb	High High Medium Medium
	Understand and use the term adverb and adverbial	A word to describe the verb. A phrase/group of adverbs (words) to describe the verb – adverbial phrase/clause	Adverb Adverbial	Medium
	Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also	Verb	Medium at

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		relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. <i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor. My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i>	Past tense Present tense	this stage
	Use dialogue in narrative or in drama. To punctuation direct speech using speech marks / inverted commas.	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. <i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>	Inverted commas or speech marks Direct speech	High
	Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use (joining words) conjunctions such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause Subordinate clause	High
	To use apostrophes for contracted forms (informal language) to suite the style of writing (speech / diary etc.) Possessive apostrophes Understand and use possessive pronouns	Encourage children to write speech in a realistic way, e.g. I don't want to come home! Jane's umbrella was blue. Mine, yours, his, hers, ours, yours, theirs.	Apostrophes Pronoun	Medium Medium Medium
	In spelling to understand and use – terminology	Consonant e.g. a rock Vowel e.g. an open box Prefix – super / anti / auto Word family – solve, solution, solver, dissolve, insoluble	Consonant Vowel Prefix Word family	High
	Grammatical patterns in a sentence to indicate its function: statement, question, exclamation or command.	Identify and write a statement e.g. The ball is blue. Identify and write a command e.g. Put that ball down. Identify and write an exclamation e.g. The window is broken! Turn statements into questions using 'wh' words e.g. what, where, when, who.	Statement Question Exclamation Command	High High
	To understand and use the term 'comma' appropriately and to understand its function in a sentence	Aware of the use of commas in marking grammatical boundaries within sentences. Noting where commas occur in reading and discussing their functions.	Comma	Medium

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4	Use adverbs to modify verbs Understand the impact on the meaning of sentences by adding 'ly' suffix / adverbs. Use adverbs of time including: today, later, regularly, often, never, monthly. Use adverbs of cause including: in order to, although, even though, so that, since, due to.	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i>	Adverb	Medium
	Use conjunctions to express time or cause Conjunctions for reason or cause include: When, if, because, although, so, then, Because, as, if, thus, unless, whether, for, besides, anyway, therefore, consequently Conjunctions for time include: Next, then, later, before, since, lastly, finally, after, meanwhile	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal.</i> <i>He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i>	Conjunction Clause Sentence Subordinate clause	High
	Use prepositions to express time and place Time: at, on, in, for Place: at, on, in, near, across, beneath, between. Cause: for, from, through, because of, an account of	Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over</u> the wall.</i>	Preposition Phrase	High
	Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3 rd or the 1 st person. <i>The dog wandered down the street looking for cats and food.</i> <i>I wandered down the street looking for my dog.</i>	Verb	High
	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.</i>	Adverb	Medium
Use of fronted adverbials with a comma	Slowly, she turned the page. Angrily, he shook his fist.	Adverb, comma, adverbials	High	

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	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show how we can use commas before or after phrases or clauses. <i>After the door slammed, the class sat in total silence.</i> <i>As light as a bird, the glider disappeared into the clouds.</i>	Comma	Medium
	Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use noun for clarity e.g. the Bull dog and the Spaniel.	Encourage children to use pronouns to help them <u>make sense and be clear</u> : 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i>	Pronoun Noun	Medium
	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. Use inverted commas and other speech punctuation to indicate direct speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech Punctuation	High
	Use the possessive apostrophe. Understand the difference between plural and possessive.	Use for singular and plural nouns. <i>Joanna's temper was rising fast.</i> <i>He really wanted his brother's football shirt.</i> <i>All the dogs' dinners had been stolen.</i>	Apostrophe Plural possession	Medium
	Grammatical agreement for verb inflections	Instead of local spoke forms e.g. we were instead of we was or I did instead of I done / I stood / I sat etc.	Verb	
	Use fronted adverbials with a comma afterwards to mark the boundary in the sentence	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. Occasionally, she comes to my house. <i><u>In total silence</u>, the children tiptoed along the corridor.</i> <i><u>Without blinking</u>, Max stared into all their yellow eyes.</i>	Adverbial Phrase comma	Low

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Year 4	Expanded noun phrases by modifying adjectives, nouns and preposition phrases	e.g. The teacher – The strict maths teacher with curly hair	Adjectives nouns	medium
	Understand and use possessive pronouns	Mine, yours, his, hers, ours, yours, theirs.	Possessive Pronoun	High
	Understand and use determiners (articles)	Determiners are used to identify things in detail and are always followed by a noun. e.g. a, an, the	Determiner	High
	Understand and use perfect verbs for time and cause	Present: has _____ (verb e.g. has done) Past: had _____ (verb e.g. had done) Future: will have _____ (verb e.g. will have done).	Verb	High
	Extend knowledge and understanding of expressive and figurative language	Comparative and superlative adjectives Comparing adjectives by intensity e.g. Hot, warm, tepid Relating suffixes to indicate degree of intensity e.g. -ish, -er, -est Relating to adverbs for degree of intensity e.g. very, quite, more, most	none	medium
	Paragraphing	Use of paragraphs to organise ideas around a theme	Paragraph	high
Year 5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High
	Deepen knowledge and understanding of expressive and figurative language	Comparative and superlative adjectives Comparing adjectives by intensity e.g. Hot, warm, tepid Relating suffixes to indicate degree of intensity e.g. -ish, -er, -est Relating to adverbs for degree of intensity e.g. very, quite, more, most	Figurative language	high
	Paragraph	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before). Build cohesion within a paragraph (then, after, that, this, firstly etc.)	Paragraph Cohesion	high
	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun	Medium
	Relative pronoun	Using who, those, that, which to replace the noun e.g. the book, which belongs to Charles (his book). Dickens, whose	Relative pronoun	medium

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Year 5	Colon for expanded lists (series of items) or to precede an explanation.	A colon to signal a list e.g. I bought several items including: a tennis racket, basketball, rugby boots and a safety-helmet. He got what he worked for: a promotion.		Medium
	Semi-colon to separate expanded items in a list or to replace a full stop where 2 clauses relate.	At the shop he bought; 24 freshly laid eggs; nineteen just ripe tomatoes;... I like chocolate; chocolate may be one of the most delicious foods on the plant.		Low
	Hyphen to sub-divide words	To divide a word at a syllable at the end of a line (space).		Medium
	To mark a boundary between two clauses.	I laughed – it really was funny.		High
	Bullet points	To understand and use bullet points to introduce items in a list.	Bullet points	Medium
	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i>	Comma Direct speech Indirect speech Inverted commas	High
	To punctuation direct speech using commas and speech marks / inverted commas.	Turns into: <i>Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i>		
	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes, ..</i> 2. To indicate a contraction – taking the place of missing letter(s) <i>I'm, don't, ...</i>	Apostrophe Contraction	Medium
Use modal verbs to indicate degrees of possibility Adverbs: perhaps, surely Model verbs: might, should, will, must etc.	Show children how we can have a hierarchy of possibility using modal verbs: <i>I may go to my granny's.</i> <i>I might go to my granny's.</i> <i>I should go to my granny's.</i> <i>I will go to my granny's.</i> <i>I must go to my granny's.</i>	Modal verb	Medium (in terms of chn <u>using</u> such verbs in writing)	
Understand basic conventions of standard English	Agreement between nouns and verbs Consistency of tense and subject Avoidance of double negatives Avoidance of non-standard dialect words			
Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms,	Inverted commas or speech marks Direct speech	High	

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Year 5		and slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>		
	In spelling to use and understanding	Affix (to convert word classes) affixes (to change meaning, synonyms, prepositions, adjectives nouns and verb prefixes.	Affixes Adjectives Nouns Verbs Verb prefixes synonyms	
Year 6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High (This is essential for end of Y6)
	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: <ul style="list-style-type: none"> • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • Commas for pauses within sentences. 	Full stop Comma Exclamation mark Question mark	High (This is essential for end of Y6)
	Understand and use determiners Articles / determiners Demonstratives possessives	Determiners are used to identify things in detail and are always followed by a noun. e.g. a, an, the This, that, these those My, yours, his, her, its, theirs, outs	Determiner	High Medium Medium
	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition	High (This is essential for end of Y6)
	Use expanded noun phrases to convey complicated information concisely	<i>The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.</i> <i>The herd of deer we saw earlier have returned to the hillside.</i> (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase	Medium
	Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to	Semi-colon Dash	Low (at this stage)

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Year 6		indicate a further thought. <i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i> <i>Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>		
	Understand and use of ellipsis	The omission from speech or writing of words that are superfluous or able to be understood from contextual clues.	Ellipsis	Medium
	Use of a colon to precede an explanation	He got what he worked for: a promotion.	Colon	medium
	Distinguish between informal and formal vocabulary and sentence structures (Incl. subjunctive) Subjunctive – expressing what is imagined or wished or possible.	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. <i>He really gave that his best shot <u>didn't he</u>?</i> [Informal speech structure] <i>She is really not going to change her mind, <u>is she</u>?</i> [Informal speech structure] <i>If I were you, I would go and say sorry to Jimmy.</i> [Subjunctive] <i>If the planet were to warm more than 3°, scientists think that much of the UK would be under the sea.</i> [Subjunctive]	Informal formal	Low (at this stage)
	Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points	Encourage children to use bullet points in non-fiction writing. New playground rules: <ul style="list-style-type: none"> • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area. 	Bullet points Semi-colon Colon	Low (at this stage)
	Use hyphens to avoid ambiguity To connect interdependent words to avoid ambiguity (blue-eyed boy)	Help children to see that a hyphen can change the meaning: <i>'man-eating shark'</i> is different from <i>'man eating shark'</i> <i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i> <i>'re-cover'</i> is different from <i>'recover'</i>	Hyphen	Low
	Impersonal voice	A passive voice e.g. using third person such as the children, they, them, it, the to make the writing more impartial and formal.		
	Use passive voice to present	Demonstrate to children how we can		

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	information in an objective way. To understand and investigate the use of active and passive verbs by changing the word order or how the passive voice can conceal the active element.	describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. Active: I broke the window. Passive: The window was broken by me. <i>The window <u>was broken by a football</u> being kicked through it.</i>	Passive voice Active voice	Low (at this stage)
Year 6	Understand the features of informal and formal language including the subjunctive.	Noting the conventions of language e.g. passive, imperative, impersonal voice and why these are used e.g. Informal: He's your friend, isn't he? Subjunctive: If I were your friend or Were they to become your friends.	Formal Informal Language	Medium
	Revise the language conventions and grammatical features of text types:	Narrative (stories and novels) Recount (anecdotes, accounts of observations, experiences). Instructional text (instructions / directions) Reports (fact or description) Explanatory (how and why) Persuasive (opinion and promotional) Discursive (balanced arguments).	Narrative Recount Instructional Reports Explanatory Persuasive Discursive	medium
	Linking ideas across paragraphs	Using devices such as word repetition, adverbials (on the other hand, in contrast, as a consequence), and ellipsis. Layout devices (headings, sub-headings, columns, bullets or tables).		High
Year 6	Identify, understand and form complex sentences by:	Using connecting devices Reading back to check sentences for clarity and edit as necessary Evaluating which works best Identifying the main clause Using appropriate punctuation Manipulate clauses to achieve different effects.		
	Identifying the subject (person/ thing being discussed or described) and object in a sentence (what is being acted upon).	The tall boy was kicking a ball. Subject Object	Subject Object	High
	Understand and use the term elision. In spelling to be familiar with synonym, antonym	The omission of one or more sounds (such as a vowel, consonant or whole syllable) in a word or phrase e.g. <i>I'm</i> or <i>let's</i>	Elision Synonym Antonym	low High high

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	To become aware of conditionals through:	<p>In reading words such as: if, then, might, could, would and their uses for deduction, speculation, supposition. Using conditions in constructions sentences to express possibilities or hypotheses.</p> <p>To explore speculations about possible causes (past) or reviewing a range of options (future).</p>	conditionals	Low (Y7)