



Mauldeth Road Primary School SPaG Curriculum Map

Year Group	Autumn Term	Spring Term	Summer Term
1	<p>Word Focus on nouns. Regular plural noun suffixes –s / -es including understanding how these suffixes determine plural and singular.</p> <p>Sentence How words can combine to make sentences. Joining words and joining clauses using <i>and</i>.</p> <p>Text Sequencing sentences to form short narratives.</p> <p>Punctuation</p>	<p>Word Focus on adjectives and verbs. Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>Sentence Joining words and clauses using <i>and</i>, <i>because</i>, <i>so</i>.</p> <p>Text Sequencing sentences to form short narratives.</p> <p>Punctuation Question marks and exclamation marks to</p>	<p>Word How the prefix –un changes the meaning of verbs and adjectives. Compound words</p> <p>Sentence Joining words and clauses using a wider variety of conjunctions.</p> <p>Text Sequencing sentences to form short narratives.</p> <p>Punctuation Demarcating sentences using the correct form (. ! ?) and</p>

	<p>Separation of words with spaces. Focus on capital letters and full stops. Capital letters for the personal pronoun / and proper nouns.</p> <p>Terminology for pupils Singular, plural, word, letter, capital letter, <i>joining</i> words, full stop, noun, sound word / onomatopoeia</p>	<p>demarcate sentences.</p> <p>Terminology for pupils Question mark, exclamation mark, punctuation, suffix, adjective, verb.</p>	<p>using capital letters more consistently for personal pronoun I and proper nouns.</p> <p>Terminology for pupils Capital letters, full stops, noun, adjective, verb, prefix, compound word</p>
2	<p>Word Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman) Learning to spell common exception words</p> <p>Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing</p>	<p>Word Formation of adjectives using suffixes such as –ful, –less Learning to spell common exception words</p> <p>Sentence Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)</p> <p>Text Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Word Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Learning to spell common exception words</p> <p>Sentence How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text Correct choice and consistent use of present tense and past tense throughout writing</p>

	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Terminology for pupils noun, compound, suffix, adverb, verb tense (past, present)</p>	<p>Punctuation Commas to separate items in a list.</p> <p>Terminology for pupils noun phrase, adjective, comma, verb tense (past, present), suffix</p>	<p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p>Terminology for pupils statement, question, exclamation, command, adverb, apostrophe, suffix, verb tense (past, present)</p>
<p>3</p>	<p>Word Suffixes and Prefixes (revise from Year 2). See separate plan for spelling. Revise contractions. Apostrophes to mark where letters are missing in spelling</p>	<p>Word See separate plan for spelling. Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]. Use of the forms <i>a</i> or <i>an</i> according to whether the next</p>	<p>Word See separate plan for spelling. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p>

	<p>and to mark singular possession in nouns [for example, <i>the girl's name</i>].</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>Sentence Word classes (nouns, adjectives and verbs). Discuss simple sentence structures.</p> <p>Sentence types (revise from Year 2)</p> <p>Revise subordination (using <i>when, if, that, because</i>) and coordination (using <i>or, and, but</i>).</p> <p>Expressing time and place 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].</p>	<p>word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>Sentence Expressing time and place 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].</p> <p>Continue working on subordination and coordination.</p> <p>Text Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] - link this with letter writing.</p> <p>Paragraphs as a way to group related material.</p> <p>Devices to build cohesion within a paragraph. [for</p>	<p>Sentence Focus on causal conjunctions. 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].</p> <p>Text Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] - link this with letter writing.</p> <p>Paragraphs as a way to group related material.</p> <p>Devices to build cohesion within a paragraph. [for example, <i>then, after that, this, firstly</i>]</p> <p>Planning, drafting, editing and rewriting.</p>
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	<p>Text Introduction to paragraphs as a way to group related material.</p> <p>Use of an introductory sentence to start a paragraph in reports.</p> <p>Headings, subheadings and captions to aid presentation.</p> <p>Devices to build cohesion within a paragraph. [for example, <i>then, after, that, this, firstly</i>]</p> <p>Planning, drafting, editing and rewriting.</p> <p>Revise writing in the first person.</p> <p>Punctuation Introduction to inverted commas to punctuate direct speech.</p> <p>Revise apostrophes (contractions and singular possession).</p>	<p>example, <i>then, after that, this, firstly</i>] Use of an introductory sentence to start a paragraph in reports.</p> <p>Formal language for reports</p> <p>Use of headings, subheadings and captions.</p> <p>Note taking</p> <p>Writing of glossaries</p> <p>Planning, drafting, editing and rewriting.</p> <p>Punctuation Commas for subordinate clauses</p> <p>Commas for fronted adverbials</p> <p>Inverted commas</p> <p>Revise apostrophes for singular and plural possession</p>	<p>Punctuation Commas for subordinate clauses</p> <p>Commas for fronted adverbials</p> <p>Inverted commas</p> <p>Revise apostrophes for singular and plural possession.</p> <p>Terminology for pupils Continue working on terminology from autumn and spring term.</p> <p>Word families</p>
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	<p>Commas in a list.</p> <p>Revise capital letters for proper nouns and first person pronoun <i>I</i>.</p> <p>Terminology for pupils Article Possession Apostrophe Comma Expanded noun phrase Noun, adjective, verb Prefix/suffix/root Conjunction Preposition Clause, subordinate clause Direct speech, inverted commas Consonant, consonant letter vowel, vowel letter</p>	<p>Terminology for pupils Continue working on terminology from autumn term.</p> <p>Present perfect</p>	
4	<p>Word Root words, prefixes and suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Word Root words, prefixes and suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Word Root words, prefixes and suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>

	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Verb inflections (link with formal instructions)</p> <p>Plural and possessive -s</p> <p>Sentence Focus on building up to simple sentence structures (single-clause sentences) and then move onto adding more detail (compound and complex - multi-clause sentence).</p> <p>Word class > phrase > single clause > compound sentence (revision of coordinating conjunction) > complex sentence (revision of subordinating conjunction)</p> <p>Phrases (inc determiners, use of expanded noun phrases pre and post modification with adjectives and prepositional phrases) {NB <i>a phrase doesn't include a subject /verb pair</i>}</p>	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Verb inflections</p> <p>Plural and possessive -s</p> <p>Sentence Focus on building up to simple sentence structures (single-clause sentences) and then move onto adding more detail (compound and complex - multi-clause sentence).</p> <p>Word class > phrase > single clause > compound sentence (revision of coordinating conjunction) > complex sentence (revision of subordinating conjunction)</p> <p>Phrases (inc determiners, use of expanded noun phrases pre and post modification with adjectives and prepositional phrases) {NB <i>a phrase doesn't include a subject /verb pair</i>}</p>	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Verb inflections</p> <p>Plural and possessive -s</p> <p>Sentence Focus on building up to simple sentence structures (single-clause sentences) and then move onto adding more detail (compound and complex - multi-clause sentence).</p> <p>Word class > phrase > single clause > compound sentence (revision of coordinating conjunction) > complex sentence (revision of subordinating conjunction)</p> <p>Phrases (inc determiners, use of expanded noun phrases pre and post modification with adjectives and prepositional phrases) {NB <i>a phrase doesn't include a subject /verb pair</i>}</p>
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	<p>Clauses (<i>subject/verb pair, main/ subordinate clauses</i>)</p> <p>Sentence types (simple, compound, complex) (inc- coordinating and subordinating conjunctions and the need for a comma when a sentence starts with the subordinate clause).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Text Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit</i></p>	<p>Clauses (<i>subject/verb pair, main/ subordinate clauses</i>)</p> <p>Sentence types (simple, compound, complex) (inc- coordinating and subordinating conjunctions and the need for a comma when a sentence starts with the subordinate clause).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (link to diary entry).</p>	<p>Clauses (<i>subject/verb pair, main/ subordinate clauses</i>)</p> <p>Sentence types (simple, compound, complex) (inc- coordinating and subordinating conjunctions and the need for a comma when a sentence starts with the subordinate clause).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>
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	<p><i>down!"]</i></p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Terminology for pupils determiner pronoun, possessive pronoun adverbial</p>	<p>Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials.</p> <p>Terminology for pupils determiner pronoun, possessive pronoun adverbial</p>	<p>Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials.</p> <p>Terminology for pupils determiner pronoun, possessive pronoun adverbial</p>
<p>5</p>	<p>Word Root words, prefixes and suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Word Root words, prefixes, suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Word Root words, prefixes, suffixes</p> <p>See separate plan for spelling.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>

	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Modal verbs and adverbs to indicate degrees of possibility.</p> <p>Sentence Focus on build up to simple sentence structures and then move onto adding more detail (compound and complex).</p> <p>Word class > phrase > single clause > compound sentence (revision of coordinating conjunction) > complex sentence (revision of subordinating conjunction)</p> <p>Phrases (inc determiners, use of expanded noun phrases pre and post modification with adjectives and prepositional phrases) { NB <i>a phrase doesn't include a subject /verb pair</i>}</p> <p>Clauses (<i>subject/verb pair, main/ subordinate clauses</i>). Introduce the use of relative</p>	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Converting nouns or adjectives into verbs using suffixes (eg -ate, -ise, -ify).</p> <p>Verb prefixes (eg dis-, de-, mis-, over-, re-)</p> <p>Sentence Revise phrases and clauses and the use of relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied relative pronoun.</p> <p>Text Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] number [for example, <i>secondly</i>]</p> <p>Punctuation Bullet points to list information. Commas for relative clauses.</p>	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>(Use of hyphen to connect prefixes and suffixes to root words.)</p> <p>Sentence Sentence types: Commands, statements and questions.</p> <p>Revise all Year 5</p> <p>Text Revise verb tenses (inc tense choice when linking ideas across paragraphs e.g. he <i>had</i> seen her before).</p> <p>Note taking /Précising longer passages (summarising).</p> <p>Planning, drafting, editing and rewriting.</p> <p>Punctuation Use of commas to clarify meaning or avoid ambiguity.</p> <p>Revise all punctuation.</p>
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	<p>clauses beginning with ‘who’, ‘which’, ‘where’, ‘when’, ‘whose’, ‘that’ or with an implied relative pronoun.</p> <p>Sentence types (simple, compound, complex) (inc- coordinating and subordinating conjunctions and the need for a comma when a sentence starts with the subordinate clause).</p> <p>Text Revision of the use of paragraphs to organise ideas around a theme. Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Planning, drafting, editing and rewriting.</p> <p>Punctuation Revision of inverted commas and apostrophes (possession and contraction) Commas for lists (inc. adjectives)</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Terminology for pupils Hyphen, brackets, dashes parenthesis</p> <p>Relative clause, pronoun Modal verb</p>	<p>Terminology for pupils Ambiguity Statement, command, question</p> <p>See other terminology from Autumn and Spring terms.</p>
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	<p>Terminology for pupils</p> <p>Determiners Cohesion Adverbial Possession Apostrophe Comma Noun phrase Noun, adjective, adverb, verb Prefix/suffix/root Modal verb</p>		
6	<p>Word Root words, prefixes, suffixes</p> <p>See separate plan for spelling. Use dictionaries to check the spelling and meaning of words.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Revise all Year 5: Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p>	<p>Word Root words, prefixes, suffixes</p> <p>See separate plan for spelling. Use dictionaries to check the spelling and meaning of words.</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's</i></p>	<p>Word Root words, prefixes, suffixes</p> <p>See separate plan for spelling. Use dictionaries to check the spelling and meaning of words.</p> <p>(Use of hyphen to connect prefixes and suffixes to root words.)</p> <p>Sentence Continued revision from previous years (see term 1)</p> <p>Text Planning, drafting, editing and rewriting</p>

	<p>Sentence Revise phrases and clauses, use of relative clauses beginning with ‘who’, ‘which’, ‘where’, ‘when’, ‘whose’, ‘that’ or with an implied relative pronoun.</p> <p>Revise phrases (inc determiners, use of expanded noun phrases pre and post modification with adjectives and prepositional phrases) { NB <i>a phrase doesn't include a subject /verb pair</i>}</p> <p>Revise clauses (<i>subject/verb pair, main/ subordinate clauses</i>), sentence types (simple, compound, complex), including coordinating and subordinating conjunctions and the need for a comma when a sentence starts with the subordinating clause).</p> <p>Revise indicating degree of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>].</p>	<p><i>your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>were they to come</i> in some very formal writing and speech].</p> <p>Text Layout devices [for example, headings, sub-headings, columns, bullets or tables, to structure text].</p> <p>Planning, drafting, editing and rewriting</p> <p>Note taking /Précising longer passages (summarising)</p> <p>Punctuation Punctuation of bullet points to list information.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Terminology for pupils Synonym, antonym</p> <p>Continued revision from previous years (see term 1)</p>	<p>Punctuation Revise all punctuation.</p> <p>Terminology for pupils Continued revision from previous years (see term 1)</p>
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	<p>Revise terms 'subject' and 'object'.</p> <p>Use of the terms 'active' and 'passive' to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken (by me)</i>].</p> <p>Text Revision of the use of paragraphs to organise ideas around a theme.</p> <p>Revision of fronted adverbials, devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>].</p> <p>Revision of linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] number [for example, <i>secondly</i>].</p> <p>Linking of ideas across paragraphs using a wider</p>		
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	<p>range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast</i> or <i>as a consequence</i>], and ellipsis.</p> <p>Planning, drafting, editing and rewriting.</p> <p>Punctuation Revision of inverted commas and apostrophes (possession and contraction).</p> <p>Revise use of commas for lists, to clarify meaning or avoid ambiguity and relative clauses (inc. adjectives).</p> <p>Revise use of brackets, dashes and commas to indicate parenthesis.</p> <p>Use of the semi-colon. colon and dash to mark the boundary between independent clauses [<i>It's raining; I'm fed up</i>].</p>		
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	<p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>].</p> <p>Terminology for pupils Active, passive Subject, object Ellipsis, hyphen, colon, semi-colon, bullet points Subjunctive form</p> <p>Revision from previous years including: Determiners Cohesion Adverbial Possession Apostrophe Comma Noun phrase Noun, adjective, adverb, verb Prefix/suffix/root Modal verb Relative clause, pronoun Hyphen, brackets, dashes parenthesis Ambiguity Statement, command, question</p>		
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