



## Mauldeth Road Primary School SPaG Curriculum Map

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

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

	<p><b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p><b>Terminology for pupils</b> noun, compound, suffix, adverb, verb tense (past, present)</p>	<p><b>Punctuation</b> Commas to separate items in a list.</p> <p><b>Terminology for pupils</b> noun phrase, adjective, comma, verb tense (past, present), suffix</p>	<p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b> <b>Apostrophes</b> 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><b>Terminology for pupils</b> statement, question, exclamation, command, adverb, apostrophe, suffix, verb tense (past, present)</p>
3	<p><b>Word</b> 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><b>Word</b> See separate plan for spelling.  Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>].  Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next</p>	<p><b>Word</b> See separate plan for spelling.  <b>Word families</b> based on common <b>words</b>, 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 <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel [for example, a rock, an open box].</p> <p><b>Sentence</b> 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 <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].</p>	<p><b>word</b> begins with a consonant or a vowel [for example, a rock, an open box].</p> <p><b>Sentence</b> Expressing time and place using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].</p> <p>Continue working on subordination and coordination.</p> <p><b>Text</b> Use of the <b>present perfect</b> form of <b>verbs</b> 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><b>Sentence</b> Focus on causal conjunctions. Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].</p> <p><b>Text</b> Use of the <b>present perfect</b> form of <b>verbs</b> 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><b>Text</b> 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><b>Punctuation</b> Introduction to inverted commas to <b>punctuate</b> 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><b>Punctuation</b> 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><b>Punctuation</b> 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><b>Terminology for pupils</b> 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><b>Terminology for pupils</b>  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><b>Terminology for pupils</b>  Continue working on terminology from autumn term.</p> <p>Present perfect</p>	
4	<p><b>Word</b>  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><b>Word</b>  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><b>Word</b>  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><b>Verb inflections</b> (link with formal instructions)</p> <p><b>Plural</b> and <b>possessive</b> -s</p> <p><b>Sentence</b> 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 &gt; phrase &gt; single clause &gt; compound sentence (revision of coordinating conjunction) &gt; 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><b>Verb inflections</b></p> <p><b>Plural</b> and <b>possessive</b> -s</p> <p><b>Sentence</b> 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 &gt; phrase &gt; single clause &gt; compound sentence (revision of coordinating conjunction) &gt; 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><b>Verb inflections</b></p> <p><b>Plural</b> and <b>possessive</b> -s</p> <p><b>Sentence</b> 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 &gt; phrase &gt; single clause &gt; compound sentence (revision of coordinating conjunction) &gt; 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><b>Text</b> Use of paragraphs to organise ideas around a theme.</p> <p><b>Punctuation</b> Use of inverted commas and other <b>punctuation</b> 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><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> 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><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.</p>
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	<p><i>down!"]</i></p> <p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p><b>Terminology for pupils</b> determiner pronoun, possessive pronoun adverbial</p>	<p><b>Punctuation</b> Use of inverted commas and other <b>punctuation</b> 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><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b>.</p> <p><b>Terminology for pupils</b> determiner pronoun, possessive pronoun adverbial</p>	<p><b>Punctuation</b> Use of inverted commas and other <b>punctuation</b> 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><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b>.</p> <p><b>Terminology for pupils</b> determiner pronoun, possessive pronoun adverbial</p>
<p><b>5</b></p>	<p><b>Word</b> 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><b>Word</b> 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><b>Word</b> 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><b>Modal verbs</b> and <b>adverbs</b> to indicate degrees of possibility.</p> <p><b>Sentence</b> Focus on build up to simple sentence structures and then move onto adding more detail (compound and complex).</p> <p>Word class &gt; phrase &gt; single clause &gt; compound sentence (revision of coordinating conjunction) &gt; 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 <b>relative</b></p>	<p>Word classes: nouns, adjectives, adverbs, verbs, pronouns, prepositions and determiners.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into verbs using <b>suffixes</b> (eg -ate, -ise, -ify).</p> <p><b>Verb prefixes</b> (eg dis-, de-, mis-, over-, re-)</p> <p><b>Sentence</b> Revise phrases and clauses and the use of <b>relative clauses</b> beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied relative pronoun.</p> <p><b>Text</b> Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] number [for example, <i>secondly</i>]</p> <p><b>Punctuation</b> 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><b>Sentence</b> Sentence types: Commands, statements and questions.</p> <p>Revise all Year 5</p> <p><b>Text</b> 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><b>Punctuation</b> Use of commas to clarify meaning or avoid ambiguity.</p> <p>Revise all punctuation.</p>
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	<p><b>clauses</b> 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><b>Text</b> Revision of the use of paragraphs to organise ideas around a theme. Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Planning, drafting, editing and rewriting.</p> <p><b>Punctuation</b> 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><b>Terminology for pupils</b> Hyphen, brackets, dashes parenthesis</p> <p>Relative clause, pronoun Modal verb</p>	<p><b>Terminology for pupils</b> Ambiguity Statement, command, question</p> <p>See other terminology from Autumn and Spring terms.</p>
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	<p><b>Terminology for pupils</b></p> <p>Determiners  Cohesion  Adverbial  Possession  Apostrophe  Comma  Noun phrase  Noun, adjective, adverb, verb  Prefix/suffix/root  Modal verb</p>		
6	<p><b>Word</b>  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><b>Word</b>  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><b>Sentence</b>  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><b>Word</b>  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><b>Sentence</b>  Continued revision from previous years (see term 1)</p> <p><b>Text</b>  Planning, drafting, editing and rewriting</p>

	<p><b>Sentence</b> 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 <b>modal verbs</b> [for example, <i>might, should, will, must</i>].</p>	<p><i>your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>were they to come</i> in some very formal writing and speech].</p> <p><b>Text</b> 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><b>Punctuation</b> <b>Punctuation</b> 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><b>Terminology for pupils</b> Synonym, antonym</p> <p>Continued revision from previous years (see term 1)</p>	<p><b>Punctuation</b> Revise all punctuation.</p> <p><b>Terminology for pupils</b> 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 '<b>active</b>' and '<b>passive</b>' 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><b>Text</b> 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 <b>adverbials</b> 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 <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast</i> or <i>as a consequence</i>], and <b>ellipsis</b>.</p> <p>Planning, drafting, editing and rewriting.</p> <p><b>Punctuation</b> 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 <b>clauses</b> [<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><b>Terminology for pupils</b> Active, passive Subject, object Ellipsis, hyphen, colon, semi-colon, bullet points Subjunctive form</p> <p><b>Revision from previous years including:</b> 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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