



English - SPaG Long Term Disciplinary Knowledge Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	- CVC, CVCC and CCVC words written using phonics. - Know which letters are vowels and which are consonants - Know that some words are tricky and cannot be written using our phonic knowledge.	- Regular plural noun suffixes –s or –es (eg dog – dogs, wish – wishes) Suffixes that can be added to verbs (eg help –helping, helped) - How the prefix 'un' changes the meaning of verbs and adjectives (eg unkind or untie) - Formation of compound nouns (eg whiteboard) (see spelling appendix for further suffixes)	- Formation of nouns and adjectives using suffixes such as –ness, –er, –ful, –less - Use of suffixes –er and –est to compare adjectives and –ly to turn them into adverbs	- Formation of nouns using a range of prefixes, such as super-, anti-, sub- - Use of the determiners a or an according to whether the next word begins with a consonant or vowel Word families based on common words	- The grammatical differences between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (eg 'we were' not 'we was')	- Converting nouns or adjectives into verbs using suffixes (eg –ate, –ise, –ify) - Verb prefixes (eg dis-, de-, mis-, over-, re-)	- The difference between vocabulary typical of informal speech and formal speech and writing (eg said/claimed) Synonyms and Antonyms
Sentence Structure	- Know that words combine to make sentences - Speak in well-formed sentences - Use a growing range of conjunctions in speech to connect ideas	- How and can join words and sentences - Know that common nouns and proper nouns are names of things and people/places etc - Know that verbs are doing/being words	Subordination (when, if, that or because and co-ordination (or, and or but) Compound sentences (those made using FANBOYS co-ordinating conjunctions) Expanded noun phrases for description and specification (eg the blue butterfly, the man in the moon) - Sentences with different forms: statements, questions, exclamations and commands (using imperative verbs)	- Expressing time and cause using conjunctions (eg when, while, because) adverbs (eg then, next, soon, therefore) or prepositions (eg before, after, during, in) Main and subordinate clauses Complex sentences made up of a main and subordinate clause	Expanded noun phrases with modifying adjectives (eg the teacher – the strict maths teacher with the curly hair) - Know that some nouns are collective and abstract Fronted adverbials	Relative clauses beginning with who, which, where, why or whose (or with no pronoun) - Indicating degrees of possibility using modal verbs (eg might, should, must) or adverbs (eg perhaps, surely)	- Use of the passive voice to affect the presentation of information in a sentence - The difference between structures typical of informal and formal speech and writing, including the subjunctive form in very formal writing

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Text Structure	- Describe events with growing detail (may include use sequencing words) - Verbally retell familiar stories - Use talk to explain their thinking and offer explanations.	Sequencing sentences to form short narratives	- The consistent use of <i>present tense</i> versus <i>past tense</i> throughout texts - Use of the <i>progressive</i> form of <i>verbs</i> in the present and past tense (eg she is drumming, they were shouting) - Use of <i>future</i> tense	- Introduction to <i>paragraphs</i> as a way to group related writing <i>Headings and sub-headings</i> to aid presentation - Use of the <i>present perfect</i> form of <i>verbs</i> to mark relationships of time and cause (eg I have written it down so we can check it)	- Use of <i>paragraphs</i> to organise ideas linked around a theme - Appropriate choice of <i>pronoun</i> or noun across sentences	- Devices to build <i>cohesion</i> within a paragraph (eg then, after that, firstly) - Linking ideas across paragraphs using <i>adverbials</i> of time (eg later), place (eg nearby), number (eg secondly) or tense (eg he <u>had</u> seen her)	- Linking ideas across paragraphs using a wider range of cohesive devices: eg repetition of a word or phrase, use of adverbials such as 'on the other hand' and ellipsis - Layout devices, such as headings, subheadings, columns, bullets or tables to structure text - Tenses – use of <i>past perfect</i>
Punctuation	- Know that separate sounds are written next to each other to form words. - Separation of words with spaces. - Introduction to the use of <i>capital letters</i> and <i>full stops</i>, to demarcate sentences. <i>Capital letters</i> for names and for 'I'	Introduction to the use of <i>question marks</i> and <i>exclamation marks</i> to demarcate sentences.	<i>Capital letters, full stops, question marks and exclamation marks</i> to demarcate sentences <i>Commas</i> to separate items in a list <i>Apostrophes</i> to mark <i>contracted</i> forms in spelling and <i>singular possession</i> in nouns	Introduction to <i>inverted commas/ speech marks</i> to punctuate direct speech	- Use of <i>inverted commas/speech marks</i> and other punctuation to punctuate direct speech <i>Apostrophes</i> to mark singular and plural possession (eg the girl's name, the boys' boots) - Use of <i>commas</i> after fronted adverbials eg Later that day,	<i>Brackets, dashes or commas</i> to indicate parenthesis - Use of <i>commas</i> to clarify meaning or avoid ambiguity	- Use of the <i>semi-colon, colon and dash</i> to mark boundaries between clauses - Use of <i>colon</i> to introduce a list and <i>semi-colon</i> within lists - Punctuation of <i>bullet points</i> to list information - How <i>hyphens</i> can be used to avoid ambiguity (eg man eating shark/man-eating shark)