

# Pearson Primary English Ladder

## Wordsmith Year 1

### KEY

<b>National Curriculum Requirements for England (September 2013)</b>
Prerequisite skills (skills that children have already mastered) in order for children to make progress with the National Curriculum requirements
Composite skills (steps in children's learning) that sit under each National Curriculum requirement

Prerequisites for each National Curriculum Requirement	New National Curriculum Requirements (Grammar, Punctuation and Spelling) and Composite Skills for Year 1	Wordsmith Grammar session(s)
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>		
<b>Leaving spaces between words</b>		
Build up a bank of high-frequency words  Identify an oral word Identify an oral sentence Compose a sentence orally	Ensure that children can recognise sentence boundaries in spoken sentences.	Introducing Sentences ( <i>term 1</i> )  Sentence Structure ( <i>term 1</i> )
	Hear and identify separate words as individual units of meaning.	Introducing Sentences ( <i>term 1</i> )  Sentence Structure ( <i>term 1</i> )
	Be able to recognise the relationship between words and sentences.	Introducing Sentences ( <i>term 1</i> )  Sentence Structure ( <i>term 1</i> )
	Rewrite a simple sentence inserting spaces accurately between words.	Introducing Punctuation ( <i>term 1</i> )
	Compose own single sentence inserting spaces accurately between words.	Introducing Punctuation ( <i>term 1</i> )
<b>Joining words and joining clauses using 'and'</b>		
Read the word 'and' in different contexts  Notice the word 'and' in simple lists  Notice the word 'and' used to join sentences  Notice where the word 'and' can be used  Notice why 'and' is helpful	Recognise how 'and' can be used to join words in oral or written text.	Sequencing Sentences and Using 'and' ( <i>term 1</i> )
	Join two words using 'and' within a sentence.	Sequencing Sentences and Using 'and' ( <i>term 1</i> )
	Join simple sentences using 'and'.	Sequencing Sentences and Using 'and' ( <i>term 1</i> )
	Edit a short composition, making decisions about when to join sentences using 'and'.	Sequencing Sentences and Using 'and' ( <i>term 1</i> )
	Make decisions about when to join sentences using 'and' within own short composition.	Sequencing Sentences and Using 'and' ( <i>term 1</i> )
<b>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b>		
Recognise a simple sentence as a unit of	Punctuate a simple sentence using a capital letter and full stop accurately.	Sentence Structure ( <i>term 1</i> )

meaning		Introducing Punctuation ( <i>term 1</i> )
Distinguish lower case and upper case	Punctuate a series of simple sentences using a capital letter and full stop accurately.	Introducing Punctuation ( <i>term 1</i> )
Notice sentence demarcation in text		The Purpose of Punctuation ( <i>term 3</i> )
Hear the difference between statements and questions	Read and identify questions and insert correct punctuation marks. Use the term 'question mark'.	Introducing Question Marks ( <i>term 1</i> )
Notice question marks in text	Compose own questions, punctuating these with question marks.	The Purpose of Punctuation ( <i>term 3</i> )
Hear the difference between exclamations and questions	Identify exclamations and insert correct punctuation marks. Use the term 'exclamation mark'.	Introducing Exclamation Marks ( <i>term 1</i> )
Notice exclamation marks in text	Compose own exclamatory sentences, inserting correct punctuation marks.	The Purpose of Punctuation ( <i>term 3</i> )
<b>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</b>		
Distinguish upper case and lower case  Recognise names as nouns that refer to unique nouns in a sentence  Notice where capital letters are used in sentences other than to start them	Use a capital letter for personal pronoun 'I'.	Proper Names and the Personal Pronoun 'I' ( <i>term 1</i> )
	Use capital letters for names of people.	Proper Names and the Personal Pronoun 'I' ( <i>term 1</i> )
	Use capital letters for names of places.	Proper Names and the Personal Pronoun 'I' ( <i>term 1</i> )
	Use capital letters for days of the week.	Proper Names and the Personal Pronoun 'I' ( <i>term 1</i> )
	Edit a short piece of writing, inserting capital letters correctly for names of people, places and days of the week.	Proper Names and the Personal Pronoun 'I' ( <i>term 1</i> )
	Write a simple sentence using capital letters correctly for all names and the personal pronoun 'I'.	Unit work
	Compose a short piece of writing using capital letters correctly throughout for all names and the personal pronoun 'I'.	Unit work
	<b>Learning the grammar for year 1 in English Appendix 2</b> <b>Use the grammatical terminology in English Appendix 2 in discussing their</b>	

writing		
<b>Word</b>	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	Singular and Plural <i>(term 2)</i>
<b>Word</b>	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Adding Endings <i>(term 2)</i>
<b>Word</b>	How the prefix un-changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Using the Prefix 'un-' <i>(term 2)</i>
<b>Sentence</b>	How words can combine to make sentences	Sequencing Sentences and Using 'and' <i>(term 1)</i>
<b>Sentence</b>	Joining words and joining clauses using 'and'	Sequencing Sentences and Using 'and' <i>(term 1)</i>
<b>Text</b>	Sequencing sentences to form short narratives	Sentence Punctuation <i>(term 3)</i>
<b>Punctuation</b>	Separation of words with spaces	Introducing Punctuation <i>(term 1)</i>
<b>Punctuation</b>	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Sentence Structure <i>(term 1)</i>  Introducing Question Marks <i>(term 1)</i>  Introducing Exclamation Marks <i>(term 1)</i>
<b>Punctuation</b>	Capital letters for names and for the personal pronoun 'I'	Proper Names and the Personal Pronoun 'I' <i>(term 1)</i>
<b>Terminology for pupils</b>	letter, capital letter	Proper Names and the Personal Pronoun 'I' <i>(term 1)</i>
<b>Terminology for pupils</b>	word, singular, plural	Singular and Plural <i>(term 2)</i>
<b>Terminology for pupils</b>	sentence	Introducing Sentences <i>(term 1)</i>
<b>Terminology for pupils</b>	punctuation, full stop, question mark, exclamation mark	Introducing Punctuation <i>(term 1)</i>  Introducing Question Marks <i>(term 1)</i>  Introducing Exclamation Marks <i>(term 1)</i>

# Pearson Primary English Ladder

## Wordsmith Year 2

### KEY

<b>National Curriculum Requirements for England (September 2013)</b>
Prerequisite skills (skills that children have already mastered) in order for children to make progress with the National Curriculum requirements
Composite skills (steps in children's learning) that sit under each National Curriculum requirement

Prerequisites for each National Curriculum Requirement	New National Curriculum Requirements (Grammar, Punctuation and Spelling) and Composite Skills for Year 1	Wordsmith Grammar unit(s)
<b>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</b>		
<b>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</b>		
	full stops	Full Stops, Question Marks and Exclamation Marks ( <i>term 1</i> )
	capital letters	Capital Letters ( <i>term 1</i> )
	exclamation marks	Full Stops, Question Marks and Exclamation Marks ( <i>term 1</i> )
	question marks	Full Stops, Question Marks and Exclamation Marks ( <i>term 1</i> )
	commas for lists	Using Commas in a List ( <i>term 3</i> )
	apostrophes for contracted forms	Apostrophes for Contractions ( <i>term 3</i> )
	apostrophes for the possessive (singular)	Possessive Apostrophes ( <i>term 3</i> )
<b>Sentences with different forms: statement, question, exclamation, command</b>		
<b>Y1</b> Know that sentences can take different forms	Hear, read and identify statements, questions and exclamations inserting the appropriate punctuation. Use the correct terminology.	Full Stops, Question Marks and Exclamation Marks ( <i>term 1</i> )
<b>Y1</b> Match full stops, questions marks and exclamation marks to appropriate sentences	Compose own statements, using the correct punctuation.	Different Sorts of Sentences ( <i>term 1</i> )
<b>Y1</b> Recognise the difference between statements, questions and exclamatory sentences	Compose own questions, using the correct punctuation.	Different Sorts of Sentences ( <i>term 1</i> )
<b>Y1</b> Compose simple sentences	Compose own exclamatory sentences, using the correct punctuation.	Different Sorts of Sentences ( <i>term 1</i> )
<b>Expanded noun phrases to describe and specify [for example, the blue butterfly]</b>		
<b>Y1</b> Recognise a sentence Understand the	Identify nouns within sentences, using the correct terminology.	Introducing nouns ( <i>term 1</i> ) Adjectives ( <i>term 2</i> )

<p>function of nouns</p> <p><b>Y1</b> Understand the function of adjectives</p> <p>Understand why description is helpful</p> <p>Understand that noun phrases can take the place of nouns</p> <p>Understand the difference between a word and a phrase</p>		Nouns, Verbs and Adjectives ( <i>term 2</i> )
	Identify simple noun phrases, e.g. 'the dog', within sentences, using the correct terminology.	Noun Phrases ( <i>term 2</i> )
	Identify expanded noun phrases as giving more detail, e.g. 'the big, black dog.'	Noun Phrases ( <i>term 2</i> )
	Expand simple noun phrases within a sentence, e.g. altering 'I saw a house' to 'I saw a large house.'	Adjectives ( <i>term 2</i> ) Nouns, Verbs and Adjectives ( <i>term 2</i> )
		Noun Phrases ( <i>term 2</i> )
<b>The present and past tenses correctly and consistently including the progressive form</b>		
<p>Hear and identify verbs in the past tense and in the present tense</p> <p>Distinguish past tense and present tense verbs orally</p> <p>Understand the need for consistency in use of tense</p> <p>Understand that verbs can be written in the form of phrases</p> <p>Know the forms for the verb 'to be'</p> <p>Recognise the continuous form (using '-ing').</p> <p>Know that the subject and verb must agree when connected using 'to be' in a sentence</p>	Distinguish between present and past tense sentences.	Past and Present Tense ( <i>term 1</i> )
	Identify inconsistencies of tense in short passages and edit them to ensure consistency of tense and sense.	Unit work
	Compose sentences using consistent use of past or present tense.	Past and Present Tense ( <i>term 1</i> )
	Identify continuous verb phrases in sentences.	The Progressive Form of Verbs ( <i>term 2</i> )
	Change present tense continuous verb phrases to past, and vice versa.	The Progressive Form of Verbs ( <i>term 2</i> )
	Compose continuous verb phrases for sentences to fit given contexts.	The Progressive Form of Verbs ( <i>term 2</i> )
<b>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</b>		
<p><b>Y1</b> Distinguish sentences from phrases</p> <p>Distinguish sentences from subordinate clauses</p> <p>Know and recognise the words</p>	Identify simple sentences as units of meaning that make sense on their own.	Saying Sentences ( <i>term 1</i> )
	Hear / read sentences, identifying the use of the coordinating words 'and', 'but' and 'or'.	Coordinating Sentences ( <i>term 1</i> )
	Join simple sentences with appropriate use of 'and', 'but' and 'or'	Coordinating Sentences ( <i>term 1</i> )

<p>'and', 'but' and 'or'</p> <p>Know that sentences can be joined together in a variety of ways</p> <p>Know and recognise the words 'when', 'if', 'that' and 'because'</p> <p>Recognise the dependent relationship a subordinate clause has to a main clause</p>	Identify main clauses within sentences. Identify subordinate clauses within sentences. (The terms 'main clause' and 'subordinate clause' need not be learned.)	Saying Sentences ( <i>term 1</i> )
	Match subordinate clauses to main clauses so that they make sense in a given context.	Saying Sentences ( <i>term 1</i> )
	Generate subordinates using 'when', 'because', 'that' and 'if' to attach to a given main clause.	Saying Sentences ( <i>term 1</i> )
<b>Some features of written Standard English</b>		
<b>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</b>		
<b>Word</b>	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]	Using Suffixes 2 (-ness) ( <i>term 2</i> )
<b>Word</b>	Formation of adjectives using suffixes such as -ful, -less	Using Suffixes 1 (-ful and -less) ( <i>term 2</i> )
<b>Word</b>	Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Using Suffixes 3 (-er and -est) ( <i>term 3</i> )
		Using Suffixes 4 (-ly) ( <i>term 3</i> )
<b>Sentence</b>	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Saying Sentences ( <i>term 1</i> ) Coordinating Sentences ( <i>term 1</i> )
<b>Sentence</b>	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Adjectives ( <i>term 2</i> )
		Nouns, Verbs and Adjectives ( <i>term 2</i> )
		Noun Phrases ( <i>term 2</i> )
<b>Sentence</b>	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Different Sorts of Sentences ( <i>term 1</i> )
<b>Text</b>	Correct choice and consistent use of present tense and past tense throughout writing	The Progressive Form of Verbs ( <i>term 2</i> )
<b>Text</b>	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]	The Progressive Form of Verbs ( <i>term 2</i> )

<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introducing Capital Letters <i>(term 1)</i>
<b>Punctuation</b>	Commas to separate items in a list	Using Commas in a List <i>(term 3)</i>
<b>Punctuation</b>	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Apostrophes for Contractions <i>(term 3)</i>
<b>Terminology for pupils</b>	noun	Introducing Nouns <i>(term 2)</i>
<b>Terminology for pupils</b>	noun phrase	Noun Phrases <i>(term 2)</i>
<b>Terminology for pupils</b>	statement, question, exclamation, command	Different Sorts of Sentences <i>(term 1)</i>
<b>Terminology for pupils</b>	compound	Compound Nouns <i>(term 2)</i>
<b>Terminology for pupils</b>	suffix	Noun Phrases <i>(term 2)</i>  Using Suffixes 1 (-ful and -less) <i>(term 2)</i>  Using Suffixes 2 (-ness) <i>(term 2)</i>  Using Suffixes 3 (-er and -est) <i>(term 3)</i>  Using Suffixes 4 (-ly) <i>(term 3)</i>
<b>Terminology for pupils</b>	adjective	Adjectives <i>(term 2)</i>
<b>Terminology for pupils</b>	adverb	Using Suffixes 4 (-ly) <i>(term 2)</i>
<b>Terminology for pupils</b>	verb	Introducing Verbs <i>(term 1)</i>  Past and Present Tense <i>(term 1)</i>
<b>Terminology for pupils</b>	tense (past, present)	Past and Present Tense <i>(term 1)</i>
<b>Terminology for pupils</b>	apostrophe	Apostrophes for Contractions <i>(term 3)</i>
<b>Terminology for pupils</b>	comma	Using Commas in a List <i>(term 3)</i>

# Pearson Primary English Ladder

## Wordsmith

# Years 3&4

### KEY

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Prerequisite skills (skills that children have already mastered) in order for children to make progress with the National Curriculum requirements
Composite skills (steps in children's learning) that sit under each National Curriculum requirement

Prerequisites for each National Curriculum Requirement	New National Curriculum Requirements (Grammar, Punctuation and Spelling) and Composite Skills for Year 1	Wordsmith Grammar unit(s)
<b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b>		
<b>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</b>		
Y1 Identify a subject and a verb	Identify main and subordinate clauses within sentences.	Clauses ( <i>year 3 term 3</i> )
	Add subordinate clauses before and after main clauses.	Clauses ( <i>year 3 term 3</i> )
Y2 Identify a clause and a simple sentence	Choose appropriate connectives to link subordinate clauses to main clauses.	Subordinate Clauses ( <i>year 3 term 3</i> )
	Choose appropriate connecting adverbs to link ideas expressed in consecutive sentences.	Adverbs and Conjunctions Expressing Cause ( <i>year 3 term 3</i> )
Y2 Use simple conjunctions, e.g. 'and', 'but' and 'so'	Compose complex sentences using appropriate subordinating conjunctions and connecting adverbs.	Adverbs and Conjunctions Expressing Cause ( <i>year 3 term 3</i> )
Identify an adverb		
<b>Using the present perfect form of verbs in contrast to the past tense</b>		
Y2 Identify a verb	Using the present perfect form of verbs in contrast to the past tense	Introducing the Perfect Form ( <i>year 3 term 1</i> )
Y2 Use present and past tense correctly		
<b>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>		
Y2 Identify the difference between a word and a phrase	Identify nouns and pronouns within a text.	Revising Nouns ( <i>year 3 term 1</i> )
		Revising Nouns ( <i>year 4 term 1</i> )
Y1 Identify plurals	Identify synonymous nouns / noun phrases within a passage, e.g. 'the woman' / 'the lady' / 'the teacher'.	Introducing Pronouns ( <i>year 4 term 1</i> )
Y1 Compose simple sentences		Revising Nouns ( <i>year 3 term 1</i> )
Use accurate subject-verb agreement	Make appropriate links between nouns and pronouns within a text, e.g. 'The teacher ... she'; 'The bus ... it'.	Introducing Possessive Pronouns ( <i>year 4 term 1</i> )

	Change pronouns to reflect singular / plural, e.g. 'the players ... they ...'; 'the dog ... it ...'.	Introducing Pronouns <i>(year 3 term 1)</i>  Singular and Plural Agreement <i>(year 4 term 3)</i>
	Compose linked sentences using pronouns consistent with nouns.	Pronouns <i>(year 4 term 3)</i>
	Improve text by removing repetition of pronouns or nouns, replacing these appropriately.	Pronouns <i>(year 4 term 3)</i>
	Improve text by replacing ambiguous pronouns with precise nouns, e.g. 'The teacher told the girl off. She looked very unhappy'.	Nouns and Pronouns <i>(year 4 term 3)</i>
<b>Using conjunctions, adverbs and prepositions to express time and cause</b>		
<p><b>Y2</b> Know a range of simple conjunctions</p> <p><b>Y2</b> Identify past-tense forms of verbs</p> <p>Know simple temporal connecting adverbs, e.g. 'firstly', 'finally'</p> <p>Identify prepositions</p>	Revise known conjunctions, separating them into time ('when', 'once', 'as', 'since') and cause ('because', 'since', 'as', 'due to').	Conjunctions <i>(year 3 term 3)</i>
	Select appropriate time / cause words to make sentences make sense.	Conjunctions <i>(year 3 term 3)</i>
	Identify the perfect form of verbs to mark relationships of time and cause, e.g. 'I had eaten lunch by the time you arrived'.	Introducing the Perfect Form <i>(year 3 term 1)</i>
	Select appropriate temporal connecting adverbs, e.g. 'secondly', 'finally', 'eventually', 'soon' and 'at long last', to fit sentence context.	Adverbs of Time <i>(year 3 term 2)</i>
	Select appropriate prepositions for use within phrases that express time, e.g. 'at' ('at noon'), 'by' ('by the time I arrive home'), 'before' ('before the icing hardens'), 'on' ('on Saturday'), 'in' ('in the middle of the day') and 'after' ('after eating').	Prepositions <i>(year 3 term 2)</i>
Compose sentences using conjunctions, adverbs and prepositions to express time and cause.	Prepositions <i>(year 3 term 2)</i>	
<b>Using fronted adverbials Using commas after fronted adverbials</b>		

<p><b>Y2</b> Identify phrases</p> <p><b>Y2</b> Identify main clauses</p> <p>Identify adverbs and know that they can appear in several positions within a sentence</p> <p><b>Y2</b> Know that commas are used to separate phrases and clauses</p>	Identify adverbial phrases expressing where, when and how within sentences.	Adverbs of Time ( <i>year 3 term 2</i> )
	Identify the main clause and adverbial within sentences.	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
	Select appropriate adverbials to modify a main clause.	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
	Move the position of adverbials so that they occur in front of a main clause, adding commas accurately.	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
	Select then connect a fronted adverbial to a main clause, using a comma.	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
	Compose a fronted adverbial for a given main clause and punctuate correctly.	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
	Compose sentences with fronted adverbials (using commas correctly).	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> ) Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
<b>Indicate grammatical and other features by:</b>		
<b>Indicating possession by using the possessive apostrophe with plural nouns</b>		
<b>Y2</b> Recognise singular and plural forms of nouns	Pluralise words in sentence context, e.g. 'Look at those two dogs.'	Revising Singular and Plural Nouns ( <i>year 3 term 1</i> )
<b>Y2</b> Know that apostrophes are used to	Spell irregular plurals (i.e. not ending '-s'), e.g. 'children'.	Revising Singular and Plural Nouns ( <i>year 3 term 1</i> )

create contractions	Spell singular possessives with apostrophes, e.g. 'Fred's bike.'	Apostrophes to Show Possession ( <i>year 4 term 2</i> )  Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
	Spell plural possessives with apostrophes, e.g. 'The boys' bikes'	Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
	Compose the singular-possessive-apostrophe version of sentences expressing ownership, e.g. 'The chair belonging to the teacher' becomes 'The teacher's chair.'	Y4 Apostrophes to Show Possession
	Compose the plural-possessive-apostrophe version of sentences expressing ownership, e.g. 'The car park belonging to the teachers' becomes 'The teachers' car park.'	Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
	Spell possessive irregular plurals in sentence context, e.g. 'children's'.	Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
	Insert both singular and plural possessive apostrophes correctly into sentences.	Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
	Compose own sentences involving both singular and plural use of the possessive apostrophe.	Apostrophes to Show Possession 2 ( <i>year 4 term 3</i> )
<b>Using and punctuating direct speech</b>		
<p><b>Y1</b> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Understand that spoken language differs from written language</p>	Distinguish correctly-punctuated speech from incorrect examples.	Introducing Direct Speech ( <i>year 3 term 1</i> )
	Apply the 'new speaker, new line' rule accurately.	Introducing Direct Speech ( <i>year 3 term 1</i> )
	Position inverted commas accurately within written dialogue.	Introducing Direct Speech ( <i>year 3 term 1</i> )
	Use capital letters correctly when opening speech.	Introducing Direct Speech ( <i>year 3 term 1</i> )
	Choose correct punctuation (e.g. a comma, question mark or exclamation mark) before closing inverted commas.	Introducing Direct Speech ( <i>year 3 term 1</i> )
	Identify errors in speech punctuation (including inverted commas, opening capital letter, closing punctuation for a new speaker).	Unit work

	Compose speech using opening and closing inverted commas, capital letter, closing punctuation before closing inverted commas and apply 'new speaker, new line' rule for responses.	Unit work
<b>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</b>		
<b>Year 3</b>		
<b>Word</b>	Formation of nouns using a range of prefixes [for example, super-, anti-, auto-]	Adding Prefixes to Nouns <i>(year 3 term 1)</i>
<b>Word</b>	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Articles <i>(year 3 term 1)</i>
<b>Word</b>	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Word Families <i>(year 3 term 2)</i>
<b>Sentence</b>	Expressing time, place and cause using:	
<b>Sentence</b>	conjunctions [for example when, before, after, while, so, because], adverbs [for example, then,	Conjunctions <i>(year 3 term 3)</i>
<b>Sentence</b>	adverbs [for example, then, next, soon, therefore],	Adverbs of Time <i>(year 3 term 2)</i>
<b>Sentence</b>	prepositions [for example, before, after, during, in, because of]	Prepositions <i>(year 3 term 2)</i>
<b>Text</b>	Introduction to paragraphs as a way to group related material	Unit work
<b>Text</b>	Headings and sub-headings to aid presentation	Unit work
<b>Text</b>	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play	Introducing the Perfect Form <i>(year 3 term 1)</i>
<b>Punctuation</b>	Introduction to inverted commas to punctuate direct speech	Introducing Direct Speech <i>(year 3 term 1)</i>
<b>Terminology for pupils</b>	preposition conjunction	Prepositions <i>(year 3 term 2)</i>  Conjunctions <i>(year 3 term 2)</i>
<b>Terminology for pupils</b>	word family	Word Families <i>(year 3 term 2)</i>

	prefix	Adding Prefixes to Nouns ( <i>year 3 term 1</i> )
<b>Terminology for pupils</b>	clause, subordinate clause	Subordinate Clauses ( <i>year 3 term 3</i> )
<b>Terminology for pupils</b>	direct speech	Introducing Direct Speech ( <i>year 3 term 1</i> )
<b>Terminology for pupils</b>	consonant, consonant letter vowel, vowel letter	Articles ( <i>year 3 term 1</i> )
<b>Terminology for pupils</b>	inverted commas (or 'speech marks')	Introducing Direct Speech ( <i>year 3 term 1</i> )
<b>Year 4</b>		
<b>Word</b>	The grammatical difference between plural and possessive – s	Introducing Possessive Pronouns ( <i>year 4 term 1</i> )  Apostrophes to Show Possession ( <i>year 4 term 2</i> )
<b>Word</b>	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]	Standard and non-Standard Verbs ( <i>year 4 term 1</i> )
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Noun Phrases ( <i>year 4 term 1</i> )
<b>Sentence</b>	Fronted adverbials [for example, Later that day, I heard the bad news.]	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> )  Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
<b>Text</b>	Use of paragraphs to organise ideas around a theme	Unit work
<b>Text</b>	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Introducing Pronouns ( <i>year 4 term 1</i> )  Pronouns ( <i>year 4 term 3</i> )  Nouns and Pronouns ( <i>year 4 term 3</i> )
<b>Punctuation</b>	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Punctuating Direct Speech ( <i>year 4 term 3</i> )
<b>Punctuation</b>	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Apostrophes to Show Possession ( <i>year 4 term 1</i> )

<b>Punctuation</b>	Use of commas after fronted adverbials	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> )  Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )
<b>Terminology for pupils</b>	determiner	Determiners ( <i>year 4 term 1</i> )
<b>Terminology for pupils</b>	pronoun, possessive pronoun	Introducing Possessive Pronouns ( <i>year 4 term 1</i> )
<b>Terminology for pupils</b>	adverbial	Adverbials of Time - Fronted Adverbials ( <i>year 4 term 1</i> )  Adverbials of Place and Revising Fronted Adverbials ( <i>year 4 term 1</i> )

# Pearson Primary English Ladder

## Wordsmith

# Years 5&6

### KEY

<b>National Curriculum Requirements for England (September 2013)</b>
Prerequisite skills (skills that children have already mastered) in order for children to make progress with the National Curriculum requirements
Composite skills (steps in children's learning) that sit under each National Curriculum requirement

Prerequisites for each National Curriculum Requirement	New National Curriculum Requirements (Grammar, Punctuation and Spelling) and Composite Skills for Year 1	Wordsmith Grammar unit(s)
<b>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</b>		
<b>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</b>		
<p><b>Y3/4</b> Understand that spoken language differs from written language</p> <p><b>Y2</b> Learn when and how to use punctuation correctly, including apostrophes for contracted forms</p> <p><b>Y2</b> Use some features of written Standard English</p> <p>Use accurate subject-verb agreement</p>	<p>Distinguish Standard English heard and read from non-standard forms. Understand the necessity of Standard English for formal composition.</p>	<p>Standard and non-Standard English (<i>year 5 term 1</i>)</p> <p>Spoken and Written Language (<i>year 5 term 3</i>)</p> <p>Formal Connections (<i>year 6 term 2</i>)</p> <p>Informal Speech to Formal Writing (<i>year 6 term 2</i>)</p> <p>Formal and Informal Language (<i>year 6 term 2</i>)</p>
	<p>Hear, read and identify formal language as distinct from informal examples, where Standard English is common to all.</p>	<p>Standard and non-Standard English (<i>year 5 term 1</i>)</p> <p>Spoken and Written Language (<i>year 5 term 3</i>)</p> <p>Formal Connections (<i>year 6 term 2</i>)</p> <p>Informal Speech to Formal Writing (<i>year 6 term 2</i>)</p> <p>Formal and Informal Language (<i>year 6 term 2</i>)</p>
	<p>Select formal alternatives to informal words and phrases.</p>	<p>Standard and non-Standard English (<i>year 5 term 1</i>)</p> <p>Spoken and Written Language (<i>year 5 term 3</i>)</p> <p>Formal Connections (<i>year 6 term 2</i>)</p> <p>Informal Speech to Formal Writing (<i>year 6 term 2</i>)</p> <p>Formal and Informal Language (<i>year 6 term 2</i>)</p>

	Identify personal and impersonal forms of writing and select form as appropriate to purpose.	Standard and non-Standard English ( <i>year 5 term 1</i> ) Spoken and Written Language ( <i>year 5 term 3</i> ) Formal Connections ( <i>year 6 term 2</i> ) Informal Speech to Formal Writing ( <i>year 6 term 2</i> ) Formal and Informal Language ( <i>year 6 term 2</i> )
	Compose formal and informal personal and impersonal sentences as appropriate to purpose.	Standard and non-Standard English ( <i>year 5 term 1</i> ) Spoken and Written Language ( <i>year 5 term 3</i> ) Formal Connections ( <i>year 6 term 2</i> ) Informal Speech to Formal Writing ( <i>year 6 term 2</i> ) Formal and Informal Language ( <i>year 6 term 2</i> )
	Hear, read and identify subjunctive form within formal text.	The Subjunctive ( <i>year 6 term 2</i> )
	Rewrite sentences to apply subjunctive form.	The Subjunctive ( <i>year 6 term 2</i> )
<b>Using passive verbs to affect the presentation of information in a sentence</b>		
Identify the subject and the verb within a simple sentence  Use accurate subject-verb agreement  Use of verb forms accurately to indicate tense	Understand and identify the subject and the object in sentences.	Subject, Verb and Object ( <i>year 6 term 1</i> ) Subject, Verb, Object and Adverbials ( <i>year 6 term 1</i> ) Subject, Verb and Complement ( <i>year 6 term 1</i> )
	Match passive / active sentences on related subject matter.	Active and Passive ( <i>year 6 term 2</i> )
	Hear / read passive and active sentences (on related subject matter), and sort / identify as such.	Active and Passive ( <i>year 6 term 2</i> )
	Rewrite active sentences using passive verbs, and vice versa.	Active and Passive ( <i>year 6 term 2</i> )
	Select elements of a text to be rewritten into the passive or active form in order to	Active and Passive ( <i>year 6 term 2</i> )

	achieve a given effect.	
<b>Using the perfect form of verbs to mark relationships of time and cause</b>		
Use the perfect form of verbs correctly	Using the perfect form of verbs to mark relationships of time and cause	Unit work
<b>Using expanded noun phrases to convey complicated information concisely</b>		
<p><b>Y2</b> Use an adjective to expand a noun phrase</p> <p>Understand the term 'noun'</p> <p>Understand the term 'phrase'</p> <p>Understand the term 'adjective'</p>	Recognise a simple noun phrase.	Building Sentences <i>(year 6 term 2)</i>
	Expand a simple noun phrase with appropriate adjective(s), based on context.	Building Sentences <i>(year 6 term 2)</i>
	Identify noun phrases in which expansion / detail comes after the noun, e.g. 'the chair in the corner', 'the fact that she was lying' and 'the day he had been dreading'.	Building Sentences <i>(year 6 term 2)</i>
	Expand noun phrases with detail after the noun, based on context.	Building Sentences <i>(year 6 term 2)</i>
	Compose noun phrases with detail after the noun, in the context of a passage.	Unit work
	Compose noun phrases with adjective(s) before the noun and detail after it, within a passage.	Unit work
	Compose complete sentences, expanding noun phrases in a variety of ways.	Unit work
<b>Using modal verbs or adverbs to indicate degrees of possibility</b>		
<p>Understand the term 'verb'</p> <p>Understand the term 'adverb', and that an adverb modifies the verb</p>	Rank adverbs for degrees of possibility: 'definitely', 'possibly', 'probably', 'rarely', 'never', 'certainly', 'perhaps', 'surely' and 'seldom'.	Modal Verbs and Adverbs <i>(year 5 term 2)</i>
	Identify possibility adverbs within sentences, then within passages.	Modal Verbs and Adverbs <i>(year 5 term 2)</i>
	Identify modal verbs within sentences, then within passages.	Modal Verbs <i>(year 5 term 2)</i>
	Rank modal verbs for degrees of possibility: 'must', 'might', 'may', 'should', 'could', 'will', 'shall', 'ought', 'would' and 'can'.	Modal Verbs <i>(year 5 term 2)</i>

	Choose the appropriate modal verb / adverb for a sentence, within context.	Modal Verbs ( <i>year 5 term 2</i> ) Modal Verbs and Adverbs ( <i>year 5 term 2</i> )
	Compose sentences with adverbs / modal verbs to illustrate / support a context.	Modal Verbs ( <i>year 5 term 2</i> ) Modal Verbs and Adverbs ( <i>year 5 term 2</i> )
<b>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b>		
Understand the term 'clause'  Understand how to use commas to separate clauses	Identify relative clauses in different positions within sentences.	Relative Clauses ( <i>year 5 term 1</i> )
	Understand the uses of 'who' and 'whose'.	Relative Clauses ( <i>year 5 term 1</i> ) Relative Pronouns ( <i>year 5 term 1</i> ) Revision ( <i>year 6 term 1</i> )
	Choose appropriately from 'who', 'which', 'whose', 'where', 'why' and 'that' to begin a pre-written relative clause.	Relative Clauses ( <i>year 5 term 1</i> )
	Choose the appropriate relative clause to fit a context.	Relative Clauses ( <i>year 5 term 1</i> )
	Compose a relative clause for addition to a sentence (in different positions).	Relative Clauses ( <i>year 5 term 1</i> )
	Compose full sentences that include relative clauses.	Relative Clauses ( <i>year 5 term 1</i> )
	Use 'who' and 'whom' accurately in relation to a subject and an object.	Relative Clauses ( <i>year 5 term 1</i> )
<b>Learning the grammar for years 5 and 6 in English Appendix 2</b>		
<b>Indicate grammatical and other features by:</b>		
<b>Using commas to clarify meaning or avoid ambiguity in writing</b>		
<b>Y3/4</b> Use commas for fronted adverbials	Use commas in lists, including lists of phrases and clauses.	Punctuation ( <i>year 5 term 1</i> )
<b>Y2</b> Use commas for listing		Colons, Lists and Bullets ( <i>year 6 term 1</i> )
Understand the term 'phrase'	Use commas when inserting additional information, including clauses.	Relative Clauses ( <i>year 5 term 1</i> ) Co-Ordination and Subordination ( <i>year 6 term 1</i> )
Understand the term 'adverbial'	Use commas to separate names at the beginning or end of a sentence.	Commas for Clarity ( <i>year 5 term 2</i> )

Understand the term 'clause'	Use commas when fronting adverbials and sub-clauses.	Subject, Verb, Object and Adverbial ( <i>year 6 term 1</i> ) Co-Ordination and Subordination ( <i>year 6 term 1</i> )
	Recognise ambiguity within sentences, caused by the absence of a comma.	Commas for Clarity ( <i>year 5 term 2</i> )
	Correct ambiguity with commas, e.g. 'I hate that Bill.'	Commas for Clarity ( <i>year 5 term 2</i> )
<b>Using hyphens to avoid ambiguity</b>		
Distinguish between the functions of a hyphen and a dash  Understand the term 'compound word'	Recognise compound words, e.g. 'playground'.	Hyphens and Dashes ( <i>year 6 term 1</i> )
	Understand that some compound words require hyphens.	Hyphens and Dashes ( <i>year 6 term 1</i> )
	Hyphenate compounds appropriately.	Hyphens and Dashes ( <i>year 6 term 1</i> )
	Recognise ambiguities, e.g. 'man eating shark'.	Hyphens and Dashes ( <i>year 6 term 1</i> )
	Correct ambiguities with hyphens.	Hyphens and Dashes ( <i>year 6 term 1</i> )
<b>Using brackets, dashes or commas to indicate parenthesis</b>		
Understand simple sentence structure  Use commas to separate clauses	Identify the element of a sentence that explains / adds information, can be removed from within the sentence and leave the sentence making sense, and is within brackets.	Punctuation ( <i>year 5 term 1</i> ) Punctuation and Performance ( <i>year 5 term 1</i> )
	Compose content for parenthesis within brackets.	Building Sentences ( <i>year 6 term 2</i> )
	Identify the element of a sentence that explains / adds information, can be removed from within the sentence and leave the sentence making sense, and is between dashes.	Punctuation ( <i>year 5 term 1</i> ) Punctuation and Performance ( <i>year 5 term 1</i> )
	Compose content for parenthesis between dashes.	Building Sentences ( <i>year 6 term 2</i> )
	Identify the element of a sentence that explains / adds information, can be removed from within the sentence and leave the sentence making sense, and is between commas.	Punctuation ( <i>year 5 term 1</i> ) Punctuation and Performance ( <i>year 5 term 1</i> )
	Compose content for parenthesis between commas.	Building Sentences ( <i>year 6 term 2</i> )

	Compose parentheses for sentences / texts, choosing brackets in formal non-fiction, commas in narrative and dashes in more informal writing, e.g. letters and diaries.	Unit work
<b>Using semi-colons, colons or dashes to mark boundaries between independent clauses</b>		
Understand simple sentence structure  Use commas to separate clauses	Recognise then use colons to introduce lists, quotes and examples.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	Recognise then use semicolons to separate items in a list of longer items that already contain punctuation.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	Use a colon to link two sentences that do not have equal weight, e.g. where one explains, expands or provides an example for the other.	Boundaries Between Main Clauses <i>(year 6 term 1)</i>
	Use a semicolon to separate two sentences that are related and are of equal weight.	Boundaries Between Main Clauses <i>(year 6 term 1)</i>
	Use a dash in place of a semicolon in informal contexts.	Boundaries Between Main Clauses <i>(year 6 term 1)</i>
	Compose sentences accurately using a colon, a semicolon and a dash to separate and link clauses.	Boundaries Between Main Clauses <i>(year 6 term 1)</i>
<b>Using a colon to introduce a list Punctuating bullet points consistently</b>		
Create lists of longer items (i.e. not just single words)  Use capital letters and full stops	Arrange lists of longer items into bullet points, ensuring that the introductory clause is not one of the bullet points.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	Use a colon after the introductory clause.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	Begin each point with a capital letter, unless it continues the sentence begun in the introductory clause.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	End each point consistently, with a comma, a semicolon if the points are phrases and clauses already containing punctuation, or no punctuation. End the final bullet point with a full stop.	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>
	Ensure that the sentence following the list is not	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>

	bulleted.	
	Compose bulleted lists of longer items, using the correct punctuation.	Colons, Lists and Bullet Points ( <i>year 6 term 1</i> )
<b>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</b>		
<b>Year 5</b>		
Word	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Unit work
Word	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Using Prefixes (dis-, de-, mis-, over-) ( <i>year 5 term 3</i> )
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Relative Clauses ( <i>year 5 term 1</i> ) Relative Pronouns ( <i>year 5 term 1</i> )
Sentence	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Modal Verbs ( <i>year 5 term 1</i> ) Modal Verbs and Adverbs ( <i>year 5 term 1</i> )
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Spoken and Written Language ( <i>year 5 term 3</i> ) Text Cohesion ( <i>year 5 term 1</i> )
Text	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Spoken and Written Language ( <i>year 5 term 3</i> ) Text Cohesion ( <i>year 5 term 1</i> )
Punctuation	Brackets, dashes or commas to indicate parenthesis	Punctuation ( <i>year 5 term 1</i> ) Punctuation and Performance ( <i>year 5 term 1</i> )
Punctuation	Use of commas to clarify meaning or avoid ambiguity	Commas for Clarity ( <i>year 5 term 2</i> )
Terminology for pupils	modal verb	Modal Verbs ( <i>year 5 term 1</i> ) Modal Verbs and Adverbs ( <i>year 5 term 1</i> )
	relative pronoun	Relative Clauses ( <i>year 5 term 1</i> ) Relative Pronouns ( <i>year 5 term 1</i> )
Terminology for pupils	relative clause	Relative Clauses ( <i>year 5 term 1</i> ) Relative Pronouns ( <i>year 5 term 1</i> )
Terminology for pupils	parenthesis, bracket, dash	Punctuation ( <i>year 5 term 1</i> ) Punctuation and Performance ( <i>year 5 term 1</i> )

Terminology for pupils	cohesion	Spoken and Written Language <i>(year 5 term 3)</i>  Text Cohesion <i>(year 5 term 1)</i>
	ambiguity	Commas for Clarity <i>(year 5 term 2)</i>
<b>Year 6</b>		
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	Informal Speech to Formal Writing <i>(year 6 term 2)</i>  Formal Connections <i>(year 6 term 2)</i>  Formal and Informal Language <i>(year 6 term 2)</i>
Word	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Synonyms and Antonyms <i>(year 6 term 2)</i>
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	Active and Passive <i>(year 6 term 2)</i>
Sentence	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Informal Speech to Formal Writing <i>(year 6 term 2)</i>  The Subjunctive <i>(year 6 term 2)</i>  Formal and Informal Language <i>(year 6 term 2)</i>
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Unit work
Text	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Unit work
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Boundaries Between Main Clauses <i>(year 6 term 1)</i>
Punctuation	Use of the colon to introduce a list and use of semi-colons within lists of bullet points to list information	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>

Punctuation	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Hyphens and Dashes <i>(year 6 term 1)</i>
Terminology for pupils	subject, object	Subject, Verb and Object <i>(year 6 term 1)</i>  Subject, Verb, Object and Adverbials <i>(year 6 term 1)</i>  Subject, Verb and Complement <i>(year 6 term 1)</i>
Terminology for pupils	active, passive	Active and Passive <i>(year 6 term 2)</i>
Terminology for pupils	synonym, antonym	Synonyms and Antonyms <i>(year 6 term 2)</i>
Terminology for pupils	ellipsis	Co-Ordination and Subordination <i>(year 6 term 1)</i>
Terminology for pupils	hyphen	Hyphens and Dashes <i>(year 6 term 1)</i>
Terminology for pupils	colon, semi-colon, bullet points	Colons, Lists and Bullet Points <i>(year 6 term 1)</i>