Bournes Green Schools Overview of GPS KS1 and KS2

Year Group	Word Structure	Sentence Structure	Text Structure	Writerly Techniques & Vocabulary	Punctuation	Terminology
Year 1	Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes) **Suffixes** that can be added to **verbs** (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** (e.g. unkind, or undoing, e.g. untie to boat)	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	Sequencing **sentences** to form short narratives using ideas and **vocabulary** from their reading in their writing	Deploy poetic style to engage the reader Use onomatopoeic to grab the readers' attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave Select appropriate and effective vocabulary Use some simple descriptive words (shape, colour, size, emotions) Use some ambitious vocabulary	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal pronoun 'I'	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Year 2	Formation of nouns using suffixes such as –ness, -er Formation of adjectives using suffixes such as –ful, -less (see appendix for full list) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	Subordination (using *when, if that, or because*) and co-ordination (using *or, and*, or *but*) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to make action in progress (e.g. she is drumming, he was shouting)	Deploy poetic style to engage the reader Use rhyme for effect e.g. He was snoring and roaring Use repetition in a basic way that follows story models Select appropriate and effective vocabulary Choose words appropriate to the writing Use ambitious vocabulary choose words that will have an effect on the reader	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
Year 3	Formation of nouns using a range of prefixes, such as super–, anti–, auto–	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next,	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Dep0loy poetic style to engage the reader Use repetition of key words for impact	Secure use of inverted commas for direct speech	conjunction, adverb, preposition, direct speech, inverted

	Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) **Word families** based on common **words**	soon, therefore, or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I *have written it down so we can check what he said.*)	Use the word 'like' to build a simile e.g. her eyes were like… Use ambitious vocabulary- choose words that will have an effect on the reader	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	commas (or "speech marks"), prefix, clause, subordinate clause determiner
Year 4	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use the word 'as' to build a simile e.g. the train was as slow as a hearse Metaphors to create vivid images Language choices which are interesting and varied Ambitious vocabulary	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials	pronoun, possessive pronoun, adverbial, determiner
Year 5	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use pathetic fallacy to mirror and extend characters emotions e.g. aspect of nature or weather reflects feeling Use pun to enhance double meaning of language e.g. The cheetah, a predatory cheater of the jungle Vocabulary for effect or emphasis e.g. technical terminology, vivid language	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	Personification to give human attributes to inanimate objects/things Precise and varied vocabulary to create particular stylistic effects	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points,

		over the fence is over there, or the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text		Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	synonym and antonym