Mulberry SPaG Curriculum Map

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	Letters and capital letters. Words and their separation with finger spaces.	Full stops, questions marks and exclamation marks as ends of sentences. Capital letters for names and I.	Plural nouns (-s or -es). Suffixes where verb does change (-ing, -ed, -er eg. helping, helped, helper).	The prefix -un (how it changes verbs and adjectives). Sentences and how words can be combined to create them.	Sentences and how you can join clauses using 'and'.	Sequencing sentences to form a short narrative.
Y2	Know what the function of a sentence is: statement, question, exclamation and command. What is a noun? What is an adjective?	Use expanded noun phrases to describe and specify: the beautiful, blue butterfly. Suffixes: • Formation of nouns using suffixes (-ness and –er eg. happiness, helper). • Formation of adjectives using suffixes (-ful, -less). • Use of suffixes such as -er and -est for adjectives. • Suffixes such as -ly to turn adjectives into adverbs.	Subordinate conjunctions to create subordinate clauses: • When • If • That • Because Co-ordinating conjunctions: • And • Or • But	Review: capital letters, full stops/exclamation marks/question marks to demarcate sentences. Commas in a list.	Apostrophes of contractions. Apostrophes for **singular** possession in nouns (eg. The girl's name).	Tenses: • Simple present tense • Simple past tense • Past and present progressive tense to show action is in progress (he is walking, he was playing)
Y3	What is a consonant, what is a vowel?	**Word families** based on common words, showing how words are related in form and	What is a main clause versus subordinate clause?	Showing time, place and cause in a sentence:	Organising information: • Paragraphs to group	Present perfect verb form instead of simple past (eg. he **has gone**

	A or an depending on whether next word begins with consonant or vowel (a rock, an apple).	meaning (solve, solution, dissolve, insoluble). Prefixes: • formations of nouns using prefixes (super-, anti-, auto-).	First person versus third person.	• using conjunctions (when, before, after, while, so, because). • using conjunctions (when, before, after, while, so, because). • using prepositions (before, after, during, in, because of).	related material. • Headings and subheadings to aid presentation.	out to play instead of he went out to play). Inverted commas for direct speech.
Y4	Difference between plural 's' and possessive 's'. Standard English versus local spoken English (we were, not we was and I did not I done).	Expanded noun phrases (using adjectives and prepositional phrases eg. the teacher, the strict maths teacher, the teacher with curly hair).	Paragraphs to organise ideas around a theme. Pronouns instead of nouns to avoid repetition and aid cohesion. Pronouns versus possessive pronouns.	Inverted commas with direct speech in different places in the sentence. Apostrophes for singular and plural possession.	What is an adverbial? Commas after fronted adverbials. Determiners.	Review: wider range of conjunctions (so, if, however, meanwhile, although, since, until). Review: wider range of adverbs (then, so, soon). Review: wider range of prepositions (before, after, during).
Y5	Converting nouns to verbs using suffixes (eg. advert - advertise, apology - apologise). Converting adjectives to verbs using suffixes (eg. organised - organise, maximum - maximise). Verb prefixes and what they mean (dis-, de-, mis-, over-, re-).	Relative clauses (beginning with who, which, where, when, whose, that) and what a relative pronoun is. Degrees of possibility using adverbs (perhaps, definitely, surely). Degrees of possibility using modal verbs (might, should, will, must).	Linking ideas across paragraphs using adverbials of time (later). Linking ideas across paragraphs using adverbials of place (nearby). Linking ideas across paragraphs using adverbials of number (secondly).	Parenthesis (brackets, dashes, commas). Commas to clarify meaning and avoid ambiguity.	Consistent tense throughout a piece of writing. Recap of tenses they have learned: • Simple past and present • Present and past progressive • Present and past perfect	Short sentences for impact. Review: direct/indirect speech.

			Linking ideas across paragraphs using tense choices (**he had seen** her before).			
Y6	Informal versus formal vocabulary (go in versus enter). Informality (question tags, contractions etc). Synonyms and antonyms.	Subject of a sentence. Objective of a sentence. Passive voice versus active voice. Subjunctive mood.	Cohesive devices: grammatical connections (adverbials such as on the other hand, in contrast). Ellipses.	Semi-colons/colons/dashes to separate independent clauses. Colon and semicolons in a list. Bullet points. Hyphenated words.	Review: consistent tense. SATs practice.	