

Noun focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Common and proper nouns	Common and proper nouns	Common and proper nouns	Common and proper nouns
Define 'noun'.	Define 'noun'.		
Define 'common noun'.	Define 'common noun'.	Define 'common noun'.	Define 'common noun'.
Identify common nouns within a list of words.	Identify common nouns within a sentence.	Identify common nouns within a sentence.	Identify common nouns within a sentence.
Define 'proper noun'.	Define 'proper noun'.	Define 'proper noun'.	Define 'proper noun'.
Recognise that a proper noun begins with a capital letter.	Recognise that a proper noun begins with a capital letter.	Recognise that a proper noun begins with a capital letter.	Recognise that a proper noun begins with a capital letter.
Use a capital letter for a proper noun.	Use a capital letter for a proper noun.	Use a capital letter for a proper noun.	Use a capital letter for a proper noun.
Identify proper nouns (with capital letters) within a list of words.	Identify proper nouns (with capital letters) within a list of words.	Identify proper nouns (without capital letters) within a sentence.	Identify proper nouns (without capital letters) within a sentence.
Name proper nouns.	Name proper nouns.	Replace proper nouns with common nouns and vice versa.	Replace proper nouns with common nouns and vice versa.
		Recognise that the same word can be used as a common noun or a proper noun dependent upon context (e.g. beach vs Crosby Beach).	Recognise that the same word can be used as a common noun or a proper noun dependent upon context (e.g. zoo vs Chester Zoo).

Noun focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Collective/partitive nouns	Collective/partitive nouns	Collective/partitive nouns	Collective/partitive nouns
		Define 'collective noun'.	Define 'collective noun'.
		Categorise collective nouns as common or proper.	Categorise collective nouns as common or proper.
		Identify collective nouns, including within a sentence.	
		Recognise that collective nouns can name groups of people, places and things.	Recognise that collective nouns can name groups of people, places and things.
		Recognise that the same word can be a collective noun and not a collective noun dependent upon context (e.g. school vs. school of fish).	
		Define 'partitive noun'.	Define 'partitive noun'.
		Categorise partitive nouns as common or proper.	Categorise partitive nouns as common or proper.
		Name partitive nouns.	Name partitive nouns.
		Identify partitive nouns, including within a sentence.	Identify collective and partitive nouns within the same set of sentences.
			Recognise whether a noun is collective or partitive.

Noun focus	Ready for PVPG	Year 2	Year 3/4	Year 5/6
	Abstract nouns	Abstract nouns	Abstract nouns	Abstract nouns
				Define 'abstract noun'.
				Recognise whether a word is an abstract noun.
				Identify abstract nouns within a sentence.
				Identify sentences that use abstract nouns.
				Recognise the difference between adjectives and abstract nouns (e.g. brave vs. bravery).

Verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Being verbs	Being verbs	Being verbs	Being verbs
Recognise that the verb 'to be' changes dependent upon person and tense.	Recognise that the verb 'to be' changes dependent upon person and tense.	Recognise that the subject and the verb 'to be' must 'agree'.	Recognise that the subject and the verb 'to be' must 'agree'.
		Recognise first, second and third person pronouns and the form of the verb 'to be' with which they agree.	Recognise first, second and third person pronouns and the form of the verb 'to be' with which they agree.
Identify different forms of the verb 'to be' (past and present) within a group of words.	Identify different forms of the verb 'to be' (past and present) within a group of words.	Identify different forms of the verb 'to be' (past, present and future) within a sentence.	Identify different forms of the verb 'to be' (past, present and future) within a sentence.
Select the correct form of 'to be' dependent upon person and tense (past and present).	Select the correct form of 'to be' dependent upon person and tense (past and present).	Select the correct form of 'to be' dependent upon person and tense (past, present and future).	Select the correct form of 'to be' dependent upon person and tense (past, present and future).
		Recognise whether a being verb is written in the past, present or future tense.	
	Use the correct form of 'to be' within a sentence dependent upon person and tense (past and present).	Use the correct form of 'to be' within a sentence dependent upon person and tense (past, present and future).	Use the correct form of 'to be' within a sentence dependent upon person and tense (past, present and future).

Verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
To have	To have	To have	To have
Recognise that the verb 'to have' changes dependent upon person and tense (past and present).	Recognise that the verb 'to have' changes dependent upon person and tense (past and present).	Recognise that the verb 'to have' changes dependent upon person and tense (past, present and future).	Recognise that the verb 'to have' changes dependent upon person and tense (past, present and future).
Identify different forms of the verb 'to have' within a sentence	Identify different forms of the verb 'to have' within a sentence.	Identify different forms of the verb 'to have' within a sentence.	Identify different forms of the verb 'to have' within a sentence.
Use different forms of the verb 'to have' within a sentence.	Use different forms of the verb 'to have' within a sentence.		
		Recognise first, second and third person pronouns and the form of the verb 'to have' with which they agree.	Recognise first, second and third person pronouns and the form of the verb 'to have' with which they agree.

Verb focus	Ready for PVPG	Year 2	Year 3/4	Year 5/6
	Regular action verbs	Regular action verbs	Regular action verbs	Regular action verbs
	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.
	Identify regular action verbs.	Identify regular action verbs.	Identify regular action verbs.	Identify regular action verbs.
	Use the correct form of a regular action verb within a sentence dependent upon person and tense.	Use the correct form of a regular action verb within a sentence dependent upon person and tense.	Use the correct form of a regular action verb within a sentence dependent upon person and tense.	
	Add the suffix -ed to form the past tense form of a regular action verb.	Add the suffix -ed to form the past tense form of a regular action verb.	Add the suffix -ed to form the past tense form of a regular action verb.	
	Add the suffix -s to the infinitive form of the verb when the subject is a third person singular noun.	Add the suffix -s to the infinitive form of the verb when the subject is a third person singular noun.	Add the suffix -s to the infinitive form of the verb when the subject is a third person singular noun.	

Verb focus	Ready for PVPG	Year 2	Year 3/4	Year 5/6
	Irregular action verbs	Irregular action verbs	Irregular action verbs	Irregular action verbs
	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.	Recognise that action verbs change dependent upon person and tense.
	Identify irregular action verbs.	Identify irregular action verbs.	Identify irregular action verbs.	Identify irregular action verbs.
	Identify the past and present tense forms of irregular action verbs.	Identify the past and present tense forms of irregular action verbs.	Identify the past, present and future tense forms of irregular action verbs.	Identify the past, present and future tense forms of irregular action verbs.
	Use the correct form of an irregular action verb within a sentence dependent upon person and tense.	Use the correct form of an irregular action verb within a sentence dependent upon person and tense.		

Verb focus

Verb focus	Ready for PVPG	Year 2	Year 3/4	Year 5/6
	Verb phrases	Verb phrases	Verb phrases	Verb phrases
		Define 'verb phrase'.	Define 'verb phrase'.	Define 'verb phrase'.
		Identify verb phrases formed with 'to be' + present participle (e.g. was barking) within a sentence.	Identify verb phrases formed with 'to be' + present participle (e.g. is crawling) within a sentence.	Identify verb phrases formed with 'to be' + present participle (e.g. will be purring) within a sentence.
			Identify verb phrases formed with 'to be' + past participle (e.g. is grown) within a sentence.	Identify verb phrases formed with 'to be' + past participle (e.g. was planted) within a sentence.
			Identify the form of 'to be' used within a verb phrase and whether it represents the past, present or future tense.	Identify the form of 'to be' used within a verb phrase and whether it represents the past, present or future tense.
			Identify verb phrases formed with 'to have' + past participle (e.g. had listened).	Identify verb phrases formed with 'to have' + past participle (e.g. has scratched).
			Identify the form of 'to have' used within a verb phrase and whether it represents the past, present or future tense.	Identify the form of 'to have' used within a verb phrase and whether it represents the past, present or future tense.
			Identify verb phrases formed with a modal verb + a main verb (e.g. might run).	Identify verb phrases formed with a modal verb + a main verb (e.g. could play).

Verb focus	Ready for PVPG	Year 2	Year 3/4	Year 5/6
	Phrasal verbs	Phrasal verbs	Phrasal verbs	Phrasal verbs
				Define 'phrasal verb'.
				Recognise the difference between verb phrases and phrasal verbs.
				Identify the main verb and the particle that make up a phrasal verb.
				Recognise that the main verb and the particle work together to create meaning.
				Recognise that the main verb within a phrasal verb changes dependent upon tense but that the particle always remains the same.
				Change the tense of a phrasal verb.
				Identify a phrasal verb within a sentence.

Subject focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
What is a subject?	What is a subject?	What is a subject?	What is a subject?
Recognise that every sentence must have at least one subject and one verb.	Recognise that every sentence must have at least one subject and one verb.	Recognise that every sentence must have at least one subject and one verb.	Recognise that every sentence must have at least one subject and one verb.
Define 'subject'.	Define 'subject'.	Define 'subject'.	Define 'subject'.
Identify the subject of a sentence (including pronouns and subjects made up of more than one word).	Identify the subject of a sentence (including pronouns and subjects made up of more than one word).	Identify the subject of a sentence (including pronouns and subjects made up of more than one word).	Identify the subject of a sentence (including pronouns and subjects made up of more than one word).
		Add a subject (made up of a varying number of words) to a given verb to create a sentence.	Add a subject (made up of a varying number of words) to a given verb to create a sentence.
		Recognise that the same word/phrase can be the subject of one sentence but not another (e.g. The boat was red. I boarded the boat.)	Recognise that the same word/phrase can be the subject of one sentence but not another (e.g. The boat was red. I boarded the boat.)

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Stage 1	Stage 1	Stage 1	Stage 1
Define 'clause'.	Define 'clause'.	Define 'clause'.	Define 'clause'.
Define 'independent clause'.	Define 'independent clause'.	Define 'independent clause'.	Define 'independent clause'.
Define 'single-clause sentence'.	Define 'single-clause sentence'.	Define 'single-clause sentence'.	Define 'single-clause sentence'.
Identify the subject and the action verb in a single-clause sentence.	Identify the subject and the action verb in a single-clause sentence.	Identify the subject and the action verb in a single-clause sentence.	Identify the subject and the action verb in a single-clause sentence.
Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops (e.g. The car stopped. Some children crossed.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops (e.g. The music played. Many children danced.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops (e.g. Many instruments played. The audience listened.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops (e.g. The plane flew. Many windows rattled.).
Define 'pronoun'.	Define 'pronoun'.	Define 'pronoun'.	Define 'pronoun'.
Identify pronouns within a sentence.	Identify pronouns within a sentence.	Identify pronouns within a sentence.	Identify pronouns within a sentence.
Replace nouns/noun phrases with well-chosen pronouns.	Replace nouns/noun phrases with well-chosen pronouns.	Replace nouns/noun phrases with well-chosen pronouns.	Replace nouns/noun phrases with well-chosen pronouns.
Identify the subject (a pronoun) and the action verb in a single-clause sentence.	Identify the subject (a pronoun) and the action verb in a single-clause sentence.	Identify the subject (a pronoun) and the action verb in a single-clause sentence.	Identify the subject (a pronoun) and the action verb in a single-clause sentence.
Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops when the subject is a pronoun (e.g. The girl played. She smiled.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops when the subject is a pronoun (e.g. The boy listened. He nodded.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops when the subject is a pronoun (e.g. The customers ordered. They waited.).	Punctuate pairs of single-clause sentences (subject + action verb) with capital letters and full stops when the subject is a pronoun (e.g. The footballer scored. She celebrated.).

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Stage 2	Stage 2	Stage 2	Stage 2
Identify the subject, the action verb and any leftovers in a single-clause sentence.	Identify the subject, the action verb and any leftovers in a single-clause sentence.	Identify the subject, the action verb and any leftovers in a single-clause sentence.	Identify the subject (including pronouns), the action verb or being verb and any leftovers in a single-clause sentence.
Identify the clause that leftovers belong to when the leftovers 'go one way' only (e.g. Asif laughed loudly. Everybody stared.).	Identify the clause that leftovers belong to when the leftovers 'go one way' only (e.g. Sara paddled in the sea. Other children built sandcastles.).	Identify the clause that leftovers belong to when the leftovers 'go one way' only (e.g. Several children bounced on the trampoline. Many neighbours complained about the noise.).	Identify the clause that leftovers belong to when the leftovers 'go one way' only (e.g. Harry hid behind the cushion. He hated scary movies.).
Punctuate pairs of single-clause sentences (subject + action verb + leftovers) with capital letters and full stops (e.g. Asif laughed loudly. Everybody stared.).	Punctuate pairs of single-clause sentences (subject + action verb + leftovers) with capital letters and full stops (e.g. Sara paddled in the sea. Other children built sandcastles.).	Punctuate pairs of single-clause sentences (subject + action verb + leftovers) with capital letters and full stops (e.g. Several children bounced on the trampoline. Many neighbours complained about the noise.).	Punctuate pairs of single-clause sentences (subject + being/action verb + leftovers) with capital letters and full stops (e.g. Lily lunged forward. She caught the ball.).
Identify the subject, the being verb and any leftovers in a single-clause sentence.	Identify the subject, the being verb and any leftovers in a single-clause sentence.	Identify the subject, the being verb and any leftovers in a single-clause sentence.	
Punctuate pairs of single-clause sentences (subject + being verb + leftovers) with capital letters and full stops (e.g. The party was good. Those clowns were funny.).	Punctuate pairs of single-clause sentences (subject + being verb + leftovers) with capital letters and full stops (e.g. The class is busy. The teacher is happy.).	Punctuate pairs of single-clause sentences (subject + being verb + leftovers) with capital letters and full stops (e.g. The clouds were grey. Every day was dark.).	
Identify the subject (a pronoun), the being verb and any leftovers in a single-clause sentence.	Identify the subject (a pronoun), the being verb and any leftovers in a single-clause sentence.	Identify the subject (a pronoun), the verb (action or being) and any leftovers in a single-clause sentence.	
Punctuate pairs of single-clause sentences (subject + being verb + leftovers) with capital letters and full stops when the subject is a pronoun (e.g. The lesson was interesting. It was about animals.).	Punctuate pairs of single-clause sentences (subject + being verb + leftovers) with capital letters and full stops when the subject is a pronoun (e.g. The toys were new. They were presents.).	Punctuate pairs of single-clause sentences (subject + being/action verb + leftovers) with capital letters and full stops when the subject is a pronoun (e.g. Charlie is tired. His eyes are heavy.).	

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Stage 3	Stage 3	Stage 3	Stage 3
	Identify the subject (expanded noun phrases), the verb/verb phrase and any leftovers in a single-clause sentence.	Identify the subject (expanded noun phrases), the verb/verb phrase and any leftovers in a single-clause sentence.	Identify the subject (expanded noun phrases), the verb/verb phrase and any leftovers in a single-clause sentence.
	Identify the clause that leftovers belong to when the leftovers 'go one way' only (e.g. The young child was playing happily. The toy fire engine raced across the room.).	Identify the clause that leftovers belong to when some leftovers can 'go either way' (e.g. The wildlife photographer hid in the grass. A deer was grazing unaware.).	Identify the clause that leftovers belong to when some leftovers can 'go either way' (e.g. The uninvited guest was shaking with fear. The door opened slowly.).
	Punctuate pairs of single-clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when the subject is an expanded noun phrase (e.g. The young child was playing happily. The toy fire engine raced across the room.).	Punctuate pairs of single-clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when the subject is an expanded noun phrase and some leftovers can 'go either way' (e.g. The wildlife photographer hid in the grass. A deer was grazing unaware.).	Punctuate pairs of single-clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when the subject is an expanded noun phrase and some leftovers can 'go either way' (e.g. The uninvited guest was shaking with fear. The door opened slowly.).
	Identify the subject (expanded noun phrases/pronouns), the verb/verb phrase and any leftovers in a single-clause sentence.	Identify the subject (expanded noun phrases/pronouns), the verb/verb phrase and any leftovers in a single-clause sentence.	
	Punctuate pairs of single-clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when the subject is an expanded noun phrase/pronoun (e.g. The big tractor is driving slowly. It is ploughing the field.).	Punctuate pairs of single-clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when the subject is an expanded noun phrase/pronoun and some leftovers can 'go either way' (e.g. The hungry tiger leapt from its hiding place. Its prey was whimpering.).	
Application	Application	Application	Application
Punctuate a paragraph of single clause sentences (subject + verb + leftovers) with capital letters and full stops when leftovers 'go one way' only.	Punctuate a paragraph of single clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when leftovers 'go one way' only.	Punctuate a paragraph of single clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when some leftovers can 'go either way'.	Punctuate a paragraph of single clause sentences (subject + verb/verb phrase + leftovers) with capital letters and full stops when some leftovers can 'go either way'.

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Co-ordinating conjunctions to join clauses	Co-ordinating conjunctions to join clauses	Co-ordinating conjunctions to join clauses	Co-ordinating conjunctions to join clauses
	Recognise that a co-ordinating conjunction (and, but, so) can be used to join two independent clauses.	Recognise that a co-ordinating conjunction (for, and, nor, but, or, yet, so) can be used to join two independent clauses.	Recognise that a co-ordinating conjunction (for, and, nor, but, or, yet, so) can be used to join two independent clauses.
	Describe the function of 'and', 'but' and 'so' when used to join two independent clauses.	Describe the function of 'for', 'and', 'but', 'or', 'yet', 'so' when used to join two independent clauses.	Describe the function of 'for', 'and', 'but', 'or', 'yet', 'so' when used to join two independent clauses.
	Construct a second independent clause that joins to the first dependent upon the co-ordinating conjunction (and, but, so) used.	Construct a second independent clause that joins to the first dependent upon the co-ordinating conjunction (for, and, but, or, yet, so) used.	Construct a second independent clause that joins to the first dependent upon the co-ordinating conjunction (for, and, but, or, yet, so) used.
	Suggest the most suitable co-ordinating conjunction (and, but, so) to join two given independent clauses.	Suggest the most suitable co-ordinating conjunction (for, and, but, or, yet, so) to join two given independent clauses.	Suggest the most suitable co-ordinating conjunction (for, and, but, or, yet, so) to join two given independent clauses.
	Identify co-ordinating conjunctions (and, but, so) within a sentence.	Identify co-ordinating conjunctions (for, and, but, or, yet, so) within a sentence.	Identify co-ordinating conjunctions (for, and, but, or, yet, so) within a sentence.
		Identify single-clause sentences and multi-clause sentences.	Identify single-clause sentences and multi-clause sentences.
		Use a comma before 'for', 'but', 'or', 'yet' and 'so'.	Use a comma before 'for', 'but', 'or', 'yet' and 'so'.

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Compound subjects	Compound subjects	Compound subjects	Compound subjects
	Define 'compound subject'.	Define 'compound subject'.	Define 'compound subject'.
	Recognise that a co-ordinating conjunction (and) can be used to join two words or phrases.	Recognise that a co-ordinating conjunction (and, nor, or) can be used to join two or more words or phrases.	Recognise that a co-ordinating conjunction (and, nor, or) can be used to join two or more words or phrases.
	Construct a compound subject using 'and'.	Construct a compound subject using 'and'.	Construct a compound subject using 'and'.
	Identify a compound subject using 'and' within a sentence.	Identify a compound subject using 'and' within a sentence.	Identify a compound subject using 'and' within a sentence.
	Identify when a co-ordinating conjunction (and) is used to join two independent clauses vs two words or phrases.	Identify when a co-ordinating conjunction (and) is used to join two independent clauses vs two words or phrases.	
		Describe the function of 'and', 'nor', 'or' when used to join two words or phrases.	Describe the function of 'and', 'nor', 'or' when used to join two words or phrases.

Subject/verb focus

Ready for PVPG	Year 2	Year 3/4	Year 5/6
Dummy subjects	Dummy subjects	Dummy subjects	Dummy subjects
			Define 'dummy subject'.
			Rewrite sentences to change their 'real' subject to a dummy subject.
			Rewrite sentences to change the dummy subject to a 'real' subject.
			Identify the dummy subject within a sentence.
Gerunds	Gerunds	Gerunds	Gerunds
			Define 'gerund'.
			Identify the gerund within a sentence.
			Suggest a suitable gerund to complete a sentence.
			Identify gerund phrases within a sentence.
			Identify whether a word is acting as a verb or as a gerund.
Application	Application	Application	Application
			Punctuate a paragraph of single-clause and multi-clause sentences (including compound subjects, dummy subjects and gerunds) with capital letters and full stops when some leftovers can 'go either way'.