

# Curriculum coverage chart (based on Appendix 2 of the National Curriculum)

## Year 1

Detail of content to be introduced		Grammar / Lesson reference
<b>Word</b>	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	<b>Lesson 8 Adding <i>-s</i> and <i>-es</i></b> Teacher's guide page 42 Pupil book pages 22–23
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	<b>Lesson 10 Verb endings</b> Teacher's guide page 50 Pupil book pages 26–27
<b>Sentence</b>	How words can combine to make sentences	<b>Lesson 1 Words and sentences</b> Teacher's guide page 10 Pupil book pages 4–5
		<b>Lesson 4 Making up sentences</b> Teacher's guide page 22 Pupil book pages 10–11
	Joining words and joining clauses using <i>and</i>	<b>Lesson 5 Using 'and' to join words</b> Teacher's guide page 26 Pupil book pages 12–13
		<b>Lesson 6 Using 'and' to join sentences</b> Teacher's guide page 34 Pupil book pages 18–19
<b>Text</b>	Sequencing sentences to form short narratives	<b>Lesson 13 Linking sentences</b> Teacher's guide page 66 Pupil book pages 36–37
<b>Punctuation</b>	Separation of words with spaces	<b>Lesson 1 Words and sentences</b> Teacher's guide page 10 Pupil book pages 4–5

## Year 1

Detail of content to be introduced		Grammar / Lesson reference
<b>Punctuation</b> <i>Continued</i>	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<b>Lesson 2 Capital letters and full stops</b> Teacher's guide page 14 Pupil book pages 6–7
		<b>Lesson 9 Question marks</b> Teacher's guide page 46 Pupil book pages 24–25
		<b>Lesson 11 Exclamation marks</b> Teacher's guide page 58 Pupil book pages 32–33
		<b>Lesson 12 Writing in sentences</b> Teacher's guide page 62 Pupil book pages 34–35
	Capital letters for names and for the personal <b>pronoun I</b>	<b>Lesson 3 Capital letters: names and 'I'</b> Teacher's guide page 18 Pupil book pages 8–9

## Year 2

Detail of content to be introduced		Grammar 2 Lesson reference
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]	<b>Lesson 25 Nouns with suffixes -er, -ness, -ment</b> Teacher's guide page 66 Pupil book page 36
		<b>Lesson 17 Compound nouns</b> Teacher's guide page 46 Pupil book page 24
	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>	<b>Lesson 12 Adjectives</b> Teacher's guide page 36 Pupil book page 19
		<b>Lesson 13 Adjectives with suffixes -ful, less</b> Teacher's guide page 38 Pupil book page 20
	Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<b>Lesson 14 Adjectives with suffixes -er, -est</b> Teacher's guide page 40 Pupil book page 21
		<b>Lesson 21 Adverbs</b> Teacher's guide page 58 Pupil book page 32
<b>Lesson 22 Adverbs with suffix -ly</b> Teacher's guide page 60 Pupil book page 33		
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )	<b>Lesson 15 Joining words: 'when', 'because'</b> Teacher's guide page 42 Pupil book page 22
		<b>Lesson 16 Joining words: 'if', 'that'</b> Teacher's guide page 44 Pupil book page 23
		<b>Lesson 3 Joining words: 'and', 'but'</b> Teacher's guide page 14 Pupil book page 6
		<b>Lesson 4 Joining words: 'or'</b> Teacher's guide page 16 Pupil book page 7

## Year 2

Detail of content to be introduced		Grammar 2 Lesson reference
<b>Sentence</b> <i>Continued</i>	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	<b>Lesson 11 Nouns and noun phrases</b> Teacher's guide page 34 Pupil book page 18
		<b>Lesson 29 Longer noun phrases</b> Teacher's guide page 74 Pupil book page 40
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	<b>Lesson 1 Writing in sentences</b> Teacher's guide page 10 Pupil book page 4
		<b>Lesson 7 Statements</b> Teacher's guide page 22 Pupil book page 10
		<b>Lesson 8 Questions</b> Teacher's guide page 24 Pupil book page 11
		<b>Lesson 9 Exclamations</b> Teacher's guide page 26 Pupil book page 12
		<b>Lesson 10 Commands</b> Teacher's guide page 28 Pupil book page 13
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	<b>Lesson 5 Verbs: past and present tense 1</b> Teacher's guide page 18 Pupil book page 8
		<b>Lesson 6 Verbs: past and present tense 2</b> Teacher's guide page 20 Pupil book page 9
	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	<b>Lesson 19 Verbs with -ing: present tense</b> Teacher's guide page 50 Pupil book page 26
		<b>Lesson 20 Verbs with -ing: past tense</b> Teacher's guide page 52 Pupil book page 27

## Year 2

Detail of content to be introduced		Grammar 2 Lesson reference
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<b>Lesson 2 Sentence punctuation</b> Teacher's guide page 12 Pupil book page 5
	Commas to separate items in a list	<b>Lesson 18 Commas in lists</b> Teacher's guide page 48 Pupil book page 25
	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	<b>Lesson 23 Apostrophes in shortened forms</b> Teacher's guide page 62 Pupil book page 34
		<b>Lesson 24 Apostrophes for possession</b> Teacher's guide page 64 Pupil book page 35

## Year 3

Detail of content to be introduced		Grammar 3 Lesson reference
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]	<b>Lesson 20 Nouns with prefixes</b> Teacher's guide page 52 Pupil book page 27
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box]	<b>Lesson 4 Using 'a' or 'an'</b> Teacher's guide page 16 Pupil book page 7
	<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]	<b>Lesson 26 Word families</b> Teacher's guide page 68 Pupil book page 37
<b>Sentence</b>	Expressing time, place and cause using: <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ]	<b>Lesson 8 Conjunctions</b> Teacher's guide page 24 Pupil book page 11
		<b>Lesson 9 Conjunctions to show time</b> Teacher's guide page 26 Pupil book page 12
		<b>Lesson 10 Conjunctions to show cause</b> Teacher's guide page 28 Pupil book page 13
	<b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ]	<b>Lesson 11 Adverbs to show how</b> Teacher's guide page 34 Pupil book page 18
		<b>Lesson 12 Adverbs to show time and place</b> Teacher's guide page 36 Pupil book page 19
	<b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]	<b>Lesson 13 Prepositions to show place</b> Teacher's guide page 38 Pupil book page 20
		<b>Lesson 14 Prepositions to show time</b> Teacher's guide page 40 Pupil book page 21
	Using clauses and subordinate clauses	<b>Lesson 21 Clauses and phrases</b> Teacher's guide page 58 Pupil book page 32
<b>Lesson 22 Subordinate clauses</b> Teacher's guide page 60 Pupil book page 33		

## Year 3

Detail of content to be introduced	Grammar 3 Lesson reference	
<b>Text</b>	<ul style="list-style-type: none"> <li>● Introduction to paragraphs as a way to group related material</li> <li>● Headings and sub-headings to aid presentation</li> </ul>	<b>Lesson 23 Paragraphs: non-fiction</b> Teacher's guide page 62 Pupil book page 34
		<b>Lesson 24 Paragraphs: stories and accounts</b> Teacher's guide page 64 Pupil book page 35
	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	<b>Lesson 17 Verbs: past tense</b> Teacher's guide page 46 Pupil book page 24
		<b>Lesson 18 Verbs: perfect form</b> Teacher's guide page 48 Pupil book page 25
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech	<b>Lesson 15 Inverted commas in direct speech</b> Teacher's guide page 42 Pupil book page 22
		<b>Lesson 16 Punctuation in direct speech</b> Teacher's guide page 44 Pupil book page 23

## Year 4

Detail of content to be introduced		Grammar 4 Lesson reference
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b>	<b>Lesson 16 Plural –s or possessive –’s?</b> Teacher’s guide page 44 Pupil book page 23
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	<b>Lesson 19 Standard English</b> Teacher’s guide page 50 Pupil book page 26
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	<b>Lesson 5 Noun phrases 1</b> Teacher’s guide page 18 Pupil book page 8
		<b>Lesson 6 Noun phrases 2</b> Teacher’s guide page 20 Pupil book page 9
	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	<b>Lesson 11 Adverbials</b> Teacher’s guide page 34 Pupil book page 18
		<b>Lesson 12 Fronted adverbials</b> Teacher’s guide page 36 Pupil book page 19
<b>Text</b>	Use of paragraphs to organise ideas around a theme	<b>Lesson 25 Paragraphs: non-fiction</b> Teacher’s guide page 66 Pupil book page 36
		<b>Lesson 26 Paragraphs: stories</b> Teacher’s guide page 68 Pupil book page 37
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<b>Lesson 9 Pronouns within sentences</b> Teacher’s guide page 26 Pupil book page 12
		<b>Lesson 10 Pronouns across sentences</b> Teacher’s guide page 28 Pupil book page 13



## Year 4

Detail of content to be introduced		Grammar 4 Lesson reference
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	<b>Lesson 7 Punctuating direct speech 1</b> Teacher's guide page 22 Pupil book page 10
		<b>Lesson 8 Punctuating direct speech 2</b> Teacher's guide page 24 Pupil book page 11
	<b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i> ]	<b>Lesson 17 Apostrophes for plural possession 1</b> Teacher's guide page 46 Pupil book page 24
	<b>Lesson 18 Apostrophes for plural possession 2</b> Teacher's guide page 48 Pupil book page 25	
	Use of commas after <b>fronted adverbials</b>	<b>Lesson 13 Commas after fronted adverbials</b> Teacher's guide page 38 Pupil book page 20

## Year 5

Detail of content to be introduced		Grammar 5 Lesson reference
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ]	<b>Lesson 19 Verbs with suffixes</b> Teacher's guide page 50 Pupil book page 26
	<b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]	<b>Lesson 20 Verbs with prefixes</b> Teacher's guide page 52 Pupil book page 27
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	<b>Lesson 13 Relative clauses 1</b> Teacher's guide page 38 Pupil book page 20
		<b>Lesson 14 Relative clauses 2</b> Teacher's guide page 40 Pupil book page 21
		<b>Lesson 29 More relative clauses</b> Teacher's guide page 74 Pupil book page 40
	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]	<b>Lesson 17 Adverbs and possibility</b> Teacher's guide page 46 Pupil book page 24
	<b>Lesson 18 Modal verbs and possibility</b> Teacher's guide page 48 Pupil book page 25	
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ]	<b>Lesson 24 Linking ideas within paragraphs</b> Teacher's guide page 64 Pupil book page 35
	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	<b>Lesson 23 Linking paragraphs using adverbials</b> Teacher's guide page 62 Pupil book page 34

## Year 5

Detail of content to be introduced		Grammar 5 Lesson reference
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis	<b>Lesson 15 Parenthesis: brackets</b> Teacher's guide page 42 Pupil book page 22
		<b>Lesson 16 Parenthesis: commas and dashes</b> Teacher's guide page 44 Pupil book page 23
	Use of commas to clarify meaning or avoid ambiguity	<b>Lesson 21 Commas within sentences</b> Teacher's guide page 58 Pupil book page 32
		<b>Lesson 22 Commas to avoid ambiguity</b> Teacher's guide page 60 Pupil book page 33

## Year 6

Detail of content to be introduced		Grammar 6 Lesson reference
<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]	<b>Lesson 10 Formal and informal vocabulary</b> Teacher's guide page 28 Pupil book page 13
	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ]	<b>Lesson 7 Synonyms</b> Teacher's guide page 22 Pupil book page 10
		<b>Lesson 8 Antonyms</b> Teacher's guide page 24 Pupil book page 11
<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]	<b>Lesson 3 Active voice</b> Teacher's guide page 14 Pupil book page 6
		<b>Lesson 4 Passive voice</b> Teacher's guide page 16 Pupil book page 7
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	<b>Lesson 11 Structures of informal speech</b> Teacher's guide page 34 Pupil book page 18
		<b>Lesson 12 Structures of formal writing</b> Teacher's guide page 36 Pupil book page 19
		<b>Lesson 13 Impersonal writing</b> Teacher's guide page 38 Pupil book page 20
		<b>Lesson 14 Verbs: subjunctive form</b> Teacher's guide page 40 Pupil book page 21

## Year 6

Detail of content to be introduced		Grammar 6 Lesson reference
<b>Text</b>	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and <b>ellipsis</b>	<b>Lesson 15 Linking paragraphs</b> Teacher's guide page 42 Pupil book page 22
		<b>Lesson 16 Ellipsis</b> Teacher's guide page 44 Pupil book page 23
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	<b>Lesson 6 Bullet points</b> Teacher's guide page 20 Pupil book page 9
		<b>Lesson 30 Layout devices: tables</b> Teacher's guide page 76 Pupil book page 41
<b>Punctuation</b>	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]	<b>Lesson 17 Semicolons between clauses</b> Teacher's guide page 46 Pupil book page 24
		<b>Lesson 18 Colons between clauses</b> Teacher's guide page 48 Pupil book page 25
		<b>Lesson 19 Dashes between clauses</b> Teacher's guide page 50 Pupil book page 26
	Use of the colon to introduce a list and use of semi-colons within lists	<b>Lesson 5 Colons and semicolons in lists</b> Teacher's guide page 18 Pupil book page 8
	<b>Punctuation</b> of bullet points to list information	<b>Lesson 6 Bullet points</b> Teacher's guide page 20 Pupil book page 9
	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]	<b>Lesson 20 Hyphens</b> Teacher's guide page 52 Pupil book page 27