

Year 1: Detail of content to be introduced (statutory requirement)		Rollama game links
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	<a href="https://rollama.com/pickapair/pickapair-plurals/index.html">https://rollama.com/pickapair/pickapair-plurals/index.html</a> <a href="https://rollama.com/arrangearama/arrangearama-plurals/index.html">https://rollama.com/arrangearama/arrangearama-plurals/index.html</a>
	<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )	<a href="https://rollama.com/quiz/quiz-verb-forms">https://rollama.com/quiz/quiz-verb-forms</a> <a href="https://rollama.com/quiz/quiz-verb-forms/index.html">https://rollama.com/quiz/quiz-verb-forms/index.html</a>
	How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]	<a href="https://rollama.com/arrangearama/arrangearama-negative-prefixes/index.html">https://rollama.com/arrangearama/arrangearama-negative-prefixes/index.html</a>
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b>	<a href="https://rollama.com/orderarama/sentence-builder/index.html">https://rollama.com/orderarama/sentence-builder/index.html</a>
	Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<a href="https://rollama.com/quiz/quiz-FANBOYS/index.html">https://rollama.com/quiz/quiz-FANBOYS/index.html</a>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives	Coming soon
<b>Punctuation</b>	Separation of <b>words</b> with spaces	Coming soon
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="https://rollama.com/wrongarama/wrongarama-full-stops/index.html">https://rollama.com/wrongarama/wrongarama-full-stops/index.html</a>
	Capital letters for names and for the personal <b>pronoun I</b>	<a href="https://rollama.com/wrongarama/wrongarama-capitals/index.html">https://rollama.com/wrongarama/wrongarama-capitals/index.html</a>
<b>Terminology for pupils</b>	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	

**Year 2: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ]	<a href="https://rollama.com/pickapair/pickapair-noun-suffixes/index.html">https://rollama.com/pickapair/pickapair-noun-suffixes/index.html</a> Coming soon
	Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i>	<a href="https://rollama.com/pickapair/pickapair-adjective-suffixes/index.html">https://rollama.com/pickapair/pickapair-adjective-suffixes/index.html</a>
	Use of the <b>suffixes</b> <i>-er</i> , <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<a href="https://rollama.com/pickapair/pickapair-comparatives/index.html">https://rollama.com/pickapair/pickapair-comparatives/index.html</a> <a href="https://rollama.com/quiz/quiz-adjective-or-adverb/index.html">https://rollama.com/quiz/quiz-adjective-or-adverb/index.html</a>
<b>Sentence</b>	<b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , <i>but</i> )	<a href="https://rollama.com/spotarama/subordinate-clauses/index.html">https://rollama.com/spotarama/subordinate-clauses/index.html</a> <a href="https://rollama.com/riskyroll/riskyroll-FANBOYS/index.html">https://rollama.com/riskyroll/riskyroll-FANBOYS/index.html</a>
	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i> ]	<a href="https://rollama.com/spotarama/noun-phrases/index.html">https://rollama.com/spotarama/noun-phrases/index.html</a>
	<b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command	<a href="https://rollama.com/quiz/quiz-sentence-type/index.html">https://rollama.com/quiz/quiz-sentence-type/index.html</a>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	<a href="https://rollama.com/wrongarama/wrongarama-pasttense/">https://rollama.com/wrongarama/wrongarama-pasttense/</a> <a href="https://rollama.com/quiz/quiz-past-present-future/index.html">https://rollama.com/quiz/quiz-past-present-future/index.html</a>
	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</i> , <i>he was shouting</i> ]	<a href="https://rollama.com/riskyroll/riskyroll-auxiliary-verbs/index.html">https://rollama.com/riskyroll/riskyroll-auxiliary-verbs/index.html</a> <a href="https://rollama.com/quiz/quiz-infinitive-or-gerund/index.html">https://rollama.com/quiz/quiz-infinitive-or-gerund/index.html</a>
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<a href="https://rollama.com/wrongarama/wrongarama-capitals/index.html">https://rollama.com/wrongarama/wrongarama-capitals/index.html</a> <a href="https://rollama.com/quiz/quiz-sentence-type/index.html">https://rollama.com/quiz/quiz-sentence-type/index.html</a>
	Commas to separate items in a list	Coming soon
	<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> ]	<a href="https://rollama.com/arrangearama/arrangearama-contractions/index.html">https://rollama.com/arrangearama/arrangearama-contractions/index.html</a> <a href="https://rollama.com/wrongarama/wrongarama-apostrophes/index.html">https://rollama.com/wrongarama/wrongarama-apostrophes/index.html</a>
<b>Terminology for pupils</b>	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	

Year 3: Detail of content to be introduced (statutory requirement)		
<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> ]	Coming soon
	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, <u>a</u> rock, <u>an</u> open box]	<a href="https://rollama.com/spacerace/aan/index.html">https://rollama.com/spacerace/aan/index.html</a>
	<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> ]	<a href="https://rollama.com/quiz/quiz-wordtypes/index.html">https://rollama.com/quiz/quiz-wordtypes/index.html</a> <a href="https://rollama.com/pickapair/pickapair-verb-suffixes/index.html">https://rollama.com/pickapair/pickapair-verb-suffixes/index.html</a>
<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>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]	<a href="https://rollama.com/spotarama/adverbials/index.html">https://rollama.com/spotarama/adverbials/index.html</a> <a href="https://rollama.com/spotarama/relative-clauses/index.html">https://rollama.com/spotarama/relative-clauses/index.html</a> <a href="https://rollama.com/arrangearama/arrangearama-atonin-time/index.html">https://rollama.com/arrangearama/arrangearama-atonin-time/index.html</a>
<b>Text</b>	Introduction to paragraphs as a way to group related material	Coming soon
	Headings and sub-headings to aid presentation	Coming soon
	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> ]	<a href="https://rollama.com/pickapair/pickapair-perfecttense/index.html">https://rollama.com/pickapair/pickapair-perfecttense/index.html</a>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech	<a href="https://rollama.com/wrongarama/wrongarama-speech-marks/index.html">https://rollama.com/wrongarama/wrongarama-speech-marks/index.html</a>
<b>Terminology for pupils</b>	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	

Year 4: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s	<a href="https://rollama.com/riskyroll/riskyroll-apostrophe-or-plural/index.html">https://rollama.com/riskyroll/riskyroll-apostrophe-or-plural/index.html</a>
	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> ]	<a href="https://rollama.com/spacerace/waswere/index.html">https://rollama.com/spacerace/waswere/index.html</a>
<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> )	<a href="https://rollama.com/spotarama/noun-phrases/index.html">https://rollama.com/spotarama/noun-phrases/index.html</a> <a href="https://rollama.com/orderarama/adj-ective-order/index.html">https://rollama.com/orderarama/adj-ective-order/index.html</a>
	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	<a href="https://rollama.com/spotarama/fronted-adverbials/index.html">https://rollama.com/spotarama/fronted-adverbials/index.html</a>
<b>Text</b>	Use of paragraphs to organise ideas around a theme	Coming soon
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<a href="https://rollama.com/spotarama/cohesive-devices/index.html">https://rollama.com/spotarama/cohesive-devices/index.html</a>
<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> ]	<a href="https://rollama.com/wrongarama/wrongarama-speech-marks/index.html">https://rollama.com/wrongarama/wrongarama-speech-marks/index.html</a> <a href="https://rollama.com/spotarama/reporting-clauses/index.html">https://rollama.com/spotarama/reporting-clauses/index.html</a>
	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>	<a href="https://rollama.com/wrongarama/wrongarama-apostrophes/index.html">https://rollama.com/wrongarama/wrongarama-apostrophes/index.html</a> <a href="https://rollama.com/spotarama/fronted-adverbials/index.html">https://rollama.com/spotarama/fronted-adverbials/index.html</a> <a href="https://rollama.com/quiz/quiz-full-stop-comma/index.html">https://rollama.com/quiz/quiz-full-stop-comma/index.html</a>
<b>Terminology for pupils</b>	determiner, pronoun, possessive pronoun, adverbial	

Year 5: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]	<a href="https://rollama.com/arrangearama/arrangearama-verb-forms/index.html">https://rollama.com/arrangearama/arrangearama-verb-forms/index.html</a>
	<b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]	<a href="https://rollama.com/arrangearama/arrangearama-negative-prefixes/index.html">https://rollama.com/arrangearama/arrangearama-negative-prefixes/index.html</a>
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	<a href="https://rollama.com/spotarama/relative-clauses/index.html">https://rollama.com/spotarama/relative-clauses/index.html</a> <a href="https://rollama.com/quiz/quiz-relative-pronouns/index.html">https://rollama.com/quiz/quiz-relative-pronouns/index.html</a>
	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	Coming soon
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]	Coming soon
	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>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis	<a href="https://rollama.com/wrongarama/wrongarama-parenthesis/index.html">https://rollama.com/wrongarama/wrongarama-parenthesis/index.html</a>
	Use of commas to clarify meaning or avoid ambiguity	<a href="https://rollama.com/wrongarama/wrongarama-commas/index.html">https://rollama.com/wrongarama/wrongarama-commas/index.html</a>
<b>Terminology for pupils</b>	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Year 6: Detail of content to be introduced (statutory requirement)		
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>	<p><a href="https://rollama.com/pickapair/pickapair-synonyms/index.html">https://rollama.com/pickapair/pickapair-synonyms/index.html</a></p> <p><a href="https://rollama.com/arrangearama/arrangearama-adjective-synonyms/index.html">https://rollama.com/arrangearama/arrangearama-adjective-synonyms/index.html</a></p> <p><a href="https://rollama.com/arrangearama/arrangearama-verb-synonyms/index.html">https://rollama.com/arrangearama/arrangearama-verb-synonyms/index.html</a></p>
<b>Sentence</b>	<p>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>].</p>	<p><a href="https://rollama.com/quiz/quiz-active-passive/index.html">https://rollama.com/quiz/quiz-active-passive/index.html</a></p>
	<p>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 <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>	<p><a href="https://rollama.com/orderarama/question-syntax/index.html">https://rollama.com/orderarama/question-syntax/index.html</a></p> <p><a href="https://rollama.com/pickapair/pickapair-standard-English/index.html">https://rollama.com/pickapair/pickapair-standard-English/index.html</a></p>
<b>Text</b>	<p>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></p>	<p>Coming soon</p>
	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Coming soon</p>

<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> ]	<a href="https://rollama.com/wrongarama/wrongarama-semi-colons/index.html">https://rollama.com/wrongarama/wrongarama-semi-colons/index.html</a> <a href="https://rollama.com/wrongarama/wrongarama-mixed2/index.html">https://rollama.com/wrongarama/wrongarama-mixed2/index.html</a>
	Use of the colon to introduce a list and use of semi-colons within lists	Coming soon
	<b>Punctuation</b> of bullet points to list information	Coming soon
	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> ]	<a href="https://rollama.com/wrongarama/wrongarama-hyphens/index.html">https://rollama.com/wrongarama/wrongarama-hyphens/index.html</a>
<b>Terminology for pupils</b>	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	