



EGPS curriculum coverage - Year 1

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| 1P | 1/2K |
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| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|------------|----------------------------------|-------------------------------|--|----------|--|----------|--|----------|--|----------|--|
| Use regular plural noun suffixes | | | | | | | | | | | | |
| Use the prefix -un | | | | | | | | | | | | |
| Join clauses using 'and' | | | | | | | | | | | | |
| Separation of words with spaces | | | | | | | | | | | | |
| Using capital letters for the start of a sentence, names and the personal pronoun 'I' | | | | | | | | | | | | |
| Use full stops, question marks and exclamation marks to demarcate sentences | Full stops | Full stops and exclamation marks | Question marks and full stops | | | | | | | | | |
| Adding the endings -ing and -ed and to verbs where no change is needed to the root word | | | | | | | | | | | | |
| Adding -er and -est to adjectives where no change is needed to the root word | | | | | | | | | | | | |
| Using compound words | | | | | | | | | | | | |



EGPS curriculum coverage - Year 2

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| 1/2K | 2/3A |
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| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|----------------------------------|--|----------------|--|----------|--|----------|--|----------|--|----------|--|
| Changing formation of nouns using suffixes such as -ness, -er | | | | | | | | | | | | |
| Using compound words | | | | | | | | | | | | |
| Formation of adjectives using suffixes such as -ful, -less | | | | | | | | | | | | |
| Use of suffixes -ed, -er, -est and -y in adjectives | | | | | | | | | | | | |
| The use of -ly to turn adjectives into adverbs | | | | | | | | | | | | |
| Subordination and co-ordination (when, if, that, because, or, and, but) | | | | | | | | | | | | |
| Expanded noun phrases for description and specification | | | | | | | | | | | | |
| Present and past tense | | | | | | | | | | | | |
| Progressive form of verbs in the present and past tense to mark actions in progress | | | | | | | | | | | | |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | Full stops and exclamation marks | | Question marks | | | | | | | | | |
| Commas in a list | | | | | | | | | | | | |
| Apostrophes to mark where letters are missing in spelling | | | | | | | | | | | | |
| Adding -es and -s to nouns and verbs ending in y | | | | | | | | | | | | |
| Adding -es and -s to show singular and plural | | | | | | | | | | | | |
| Apostrophes to mark singular possession in nouns | | | | | | | | | | | | |
| Homophones and near homophones | | | | | | | | | | | | |



EGPS curriculum coverage - Year 3

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| 2/3A | 3/4E |
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| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|
| Formation of nouns using a range of prefixes (super, auto, anti) | | | | | | | | | | | | |
| Use of the forms a or an according to whether the next word begins with a consonant or vowel | | | | | | | | | | | | |
| Word families based on common words | | | | | | | | | | | | |
| Expressing time, place and cause using conjunctions, adverbs or prepositions | | | | | | | | | | | | |
| Introductions to paragraphs as a way to group related material | | | | | | | | | | | | |
| Headings and subheading to aid presentation | | | | | | | | | | | | |
| Present perfect form of verbs | | | | | | | | | | | | |
| Inverted commas to punctuate direct speech | | | | | | | | | | | | |
| Possessive apostrophe with plural words | | | | | | | | | | | | |
| Homophones and near-homophones | | | | | | | | | | | | |



EGPS curriculum coverage - Year 4

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| 3/4E | 4/5M |
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| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|
| Grammatical difference between plural and possessive -s | | | | | | | | | | | | |
| Standard English forms for verb inflections | | | | | | | | | | | | |
| Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases | | | | | | | | | | | | |
| Fronted adverbials | | | | | | | | | | | | |
| Use of commas after fronted adverbial | | | | | | | | | | | | |
| Use of paragraphs to organise ideas around a theme | | | | | | | | | | | | |
| Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition | | | | | | | | | | | | |
| Use of inverted commas and other punctuation to indicate direct speech | | | | | | | | | | | | |
| Apostrophes to mark plural possession | | | | | | | | | | | | |
| Homophones and near-homophones | | | | | | | | | | | | |



EGPS curriculum coverage - Year 5

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|------|----|
| 4/5M | 5N |
|------|----|

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | | |
|---|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|--|
| Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) | | | | | | | | | | | | | |
| Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | | | | | | | | | | | | | |
| Indicating degrees of possibility using adverbs or modal verbs | | | | | | | | | | | | | |
| Devices to build cohesion within a paragraph | | | | | | | | | | | | | |
| Linking ideas across paragraphs using adverbials of time, place and number of tense choices | | | | | | | | | | | | | |
| Brackets, dashes or commas to indicate parenthesis | | | | | | | | | | | | | |
| Use of commas to clarify meaning or avoid ambiguity | | | | | | | | | | | | | |
| Use of hyphens to join a prefix to a root word | | | | | | | | | | | | | |
| Homophones and other words that are often confused | | | | | | | | | | | | | |



EGPS curriculum coverage - Year 6

6T

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|
| Difference between speech typical of informal speech and formal speech | | | | | | |
| How words are related by meaning as synonyms and antonyms | | | | | | |
| Use of the passive to affect the presentation of information in a sentence | | | | | | |
| Linking ideas across paragraphs using a wider range of cohesive devices | | | | | | |
| Repetition of a word or phrase | | | | | | |
| Use of ellipsis | | | | | | |
| Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) | | | | | | |
| Use of the semi-colon, colon and dash to mark the boundary between independent clauses | | | | | | |
| Use of hyphens to join a prefix to a root word | | | | | | |
| Homophones and other words that are often confused | | | | | | |