## GAPS Standardised Tests Curriculum Map

Content and technical terms to be taught for spelling, grammar, punctuation and vocabulary

### Year 1: Autumn

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Noun (object/person)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjective (describing word)</td>
</tr>
<tr>
<td></td>
<td>Question</td>
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<tr>
<td></td>
<td>Sentence</td>
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<tr>
<td>Punctuation</td>
<td>Punctuation</td>
</tr>
<tr>
<td></td>
<td>Capital letters for the personal pronoun and for names</td>
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<tr>
<td></td>
<td>Full stop</td>
</tr>
<tr>
<td></td>
<td>Question mark</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Letter, word</td>
</tr>
<tr>
<td>Spelling rules</td>
<td>The sounds /f/, /l/, /s/, /z/ and /k/ spelt fl, ll, ss, zz and ck</td>
</tr>
<tr>
<td></td>
<td>The /n/ sound spelt n before k (e.g. think)</td>
</tr>
<tr>
<td></td>
<td>-tch (e.g. rich, catch)</td>
</tr>
<tr>
<td></td>
<td>The /v/ sound at the end of words (e.g. give, have)</td>
</tr>
<tr>
<td></td>
<td>Adding –ing, –ed and –er to verbs where no change is needed (e.g. hunting, hunted, hunter)</td>
</tr>
<tr>
<td>Phonics</td>
<td>Vowel di and trigraphs:</td>
</tr>
<tr>
<td></td>
<td>ai, ay, a_e (e.g. rain, play, came)</td>
</tr>
<tr>
<td></td>
<td>ee, ea, e_e (e.g. see, sea scene)</td>
</tr>
<tr>
<td></td>
<td>ie, igh, i_e (e.g. pie, high, bike)</td>
</tr>
<tr>
<td></td>
<td>oa, ow, o_e (e.g. soap, crow, nose)</td>
</tr>
<tr>
<td></td>
<td>ue, oo, u_e (e.g. blue, moon, cube)</td>
</tr>
<tr>
<td>Spelling word list</td>
<td>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my</td>
</tr>
</tbody>
</table>

### Year 1: Spring

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Nouns (object/person)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjectives (describing word)</td>
</tr>
<tr>
<td></td>
<td>Verbs (doing/ being/ having)</td>
</tr>
<tr>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td>Commands</td>
</tr>
<tr>
<td></td>
<td>Exclamations</td>
</tr>
<tr>
<td></td>
<td>Sentences</td>
</tr>
<tr>
<td></td>
<td>Co-ordinating conjunctions: Join sentences using ‘and’</td>
</tr>
<tr>
<td>Punctuation</td>
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<td>Question marks</td>
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<tr>
<td></td>
<td>Exclamation marks</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Plural noun suffixes</td>
</tr>
<tr>
<td></td>
<td>Suffixes with no change to root word –ed, –ing, and –er</td>
</tr>
<tr>
<td>Spelling rules</td>
<td>As term 1 and ...</td>
</tr>
<tr>
<td></td>
<td>Using k for the /k/ sound (eg kit, skin)</td>
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<tr>
<td></td>
<td>Adding the endings –ing, –ed and –er to verbs where no change is needed in the root word (e.g. hunting, hunted, hunter)</td>
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<tr>
<td></td>
<td>Adding –er and –est to adjectives where no change is needed (eg quicker, quickest)</td>
</tr>
<tr>
<td></td>
<td>Words ending –y (eg very, funny)</td>
</tr>
<tr>
<td>Phonics</td>
<td>Vowel di and trigraphs:</td>
</tr>
<tr>
<td></td>
<td>ar (eg start)</td>
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<tr>
<td></td>
<td>or, ore, aw, au (eg for, core, claw, author)</td>
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<tr>
<td></td>
<td>ur, ɪr, er /ɜ:/ (eg hurt, bird, her)</td>
</tr>
<tr>
<td></td>
<td>air, ear /ɛə/ (eg fair, bear)</td>
</tr>
<tr>
<td></td>
<td>ear, ɜə, ere (hear, deer, here)</td>
</tr>
<tr>
<td>Spelling word list</td>
<td>Common exception words as term 1 and</td>
</tr>
<tr>
<td></td>
<td>here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, when</td>
</tr>
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### Year 1: Summer

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<td></td>
<td>Exclamations</td>
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<td>Sentences</td>
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<tr>
<td></td>
<td>Co-ordinating conjunctions</td>
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<td>Question marks</td>
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<tr>
<td></td>
<td>Exclamation marks</td>
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</tbody>
</table>

Termly standardised tests for technical English. For more information, please visit www.risingstars-uk.com/gaps
### Vocabulary
- Adding the prefix –un (eg unhappy)

### Spelling rules
- As terms 1 and 2 and ...
- Adding s and es to singular words to make plural forms (eg cats, horses, buses)

### Phonics
- Vowel di and trigraphs: /e/ ea (head, bread)
- er /ə/ (schwa) (eg butter, under)
- oo /ʊ/ (eg book)
- ie /i:/ (eg field)

### Spelling word list
- Days of the Week
- Compound words (eg blackberry, farmyard)
- Common exception words from terms 1 and 2

### Year 2: Autumn

#### Grammar
- Co-ordination using but, and
- Noun phrase
- Sentence (identifying errors)
- Question
- Command
- Exclamation
- Answering questions
- Adjective
- Verbs
- Verb tenses

#### Punctuation
- Capitals for names
- Full stops
- Question marks
- Exclamation mark
- Comma in list

#### Vocabulary
- Plurals of nouns
- Adding adjective suffix ‘y’ (smelly, icy, shiny, runny)
- Prefixes
- Compound words

#### Spelling rules
- /ie/ at the end of words (e.g. cry, reply)
- Plurals including after ‘y’ (e.g. cats, bushes, carries)
- Words with ‘c’ before ei, i, y (e.g. race, city, fancy)
- Words with /dg/ (e.g. badger, age, magic, jacket)
- Soft/gd/ spelled s (e.g. usual, television, treasure)
- The /n/ sound spelt n before k
- The /ai/ sound spelt –y at the end of words

#### Common exception word list
- find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, hold, gold, told, clothes, sure, sugar, Christmas, grass, parents

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### Year 2: Spring

#### Grammar
- Nouns
- Verbs
- Sentences
- Co-ordination using but, and, or
- Expanded noun phrases
- Progressive form of verbs
- Subordination using because, if
- Statements
- Questions
- Commands
- Exclamations
- Tenses
- Adverbs

#### Punctuation
- Apostrophes (contractions)
- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in lists

#### Vocabulary
- Distinguishing homonyms and near-homonyms (their, there, they’re; here, hear; be, bee; bare, bear; one, won)
- Suffixes ful, less; er and est

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**Spelling rules**

- Adverb suffix *ly* (badly, merrily)
- Ing (e.g. patting, fixing, copying, walking, hiking)
- Plurals including after ‘y’ (e.g. cats, bushes, carries)
- `/s/` before *l* and *ll* (e.g. wall, always)
- Sound `/a/` spelled with *o* (e.g. glove, front)
- Sound `/i/` spelled *ey* (money, donkey)
- The `/dʒ/` sound spelt as –*ge* and –*dge* at the end of words, and sometimes spelt as *g* elsewhere in words before *e*, *i* and *y* (Autumn revision)
- Adding –*s* and –*es* to words (plurals of nouns and the third-person singular of verbs)
- Adding –*er* and –*est* to adjectives where no change is needed in the root word (e.g. quick, quickest)
- Vowel digraphs and trigraphs: *ur/ae/au*
- The `/s/` sound spelt *c* before *e*, *i* and *y* (Autumn revision)
- The `/ɔ:/` sound spelt *a* before *l* and *ll*

**Common exception word list**

- Days of the week
  - Door, poor, floor, because, every, everybody, even, great, break, steak, pretty, beautiful, any, many, Mr, Mrs, once, come, wild, station, didn’t

**Year 2: Summer**

**Grammar**

- Expanded noun phrases
- Past and present progressive forms of verb
- Tenses
- Statements
- Questions
- Commands
- Exclamations
- Adjectives
- Adverbs
- Subordination using *because, if, when, that*
- Co-ordination using *or, and, but*
- Sentences
- Simple past and simple present
- Subordinating conjunctions

**Punctuation**

- Apostrophes (contractions)
- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in list
- Possessive apostrophes

**Vocabulary**

- Distinguishing homonyms and near-homonyms (sea, see, to, too, two, quite, quiet, bare, bear; one, won; blue, blew)
- Suffixes *er* (comparative) and *est* (superlative)

**Spelling rules**

- Noun suffix: *ment, ness* (eg enjoyment, plainness, happiness)
- Silent letters: *kn, gn, (eg knock, gnome)*; *wr* (eg write)
- Spelling rules for words ending with `/l/ or /əl/` (eg table, camel, petal, pencil)
- Vowels after *w* (eg want)
- Homophones and near homophones (word, war)
- The `/s/` sound spelt *a* before *l* and *ll*
- Adding –*s* and –*es* to words (plural of nouns and the third-person singular of verbs)
- The `/i/` sound spelt –*ey*
- The `/ɔ:/` sound spelt or after *w*
- The `/ɔ:/` sound spelt or after *w*

**Common exception word list**

- After, last, past, fast, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, eye, could, should, would, who, whole, busy, people, water, parents, put, I’m, push, school, house, want, full, after, says, beautiful

**Year 3: Autumn**

**Grammar**

- Conjunctions of time, place and cause (e.g. when, before, after, while, so, because)
- Subordinate clause
- Clause co-ordination
- Preposition of time (e.g. before, after, during, in, because of)
- Adverbs of time (e.g. then, next, soon, therefore) and manner (e.g. kindly)
- Expanded noun phrase
- Tenses - present and past progressive
- Tense consistency
- Statement
- Question
- Command
- Exclamation
- Word order in questions

**Punctuation**

- Capitals for names and sentences
- Full stop
- Question
- Exclamation mark
- Apostrophe for contraction
- Commas in lists

**Vocabulary**

- Prefixes to make nouns: super, anti, auto
- Plurals
- Noun suffix -ment, ness

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<table>
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<th>Spelling rules</th>
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<tbody>
<tr>
<td>Consonant, vowel,</td>
</tr>
<tr>
<td>Adjective Suffix er, est, less</td>
</tr>
<tr>
<td>Adverb suffix ly (e.g. sadly, usually, happily, gently, basically)</td>
</tr>
<tr>
<td>Prefix un, dis, mis, re</td>
</tr>
<tr>
<td>/i/ spelled with y (e.g. myth, Egypt)</td>
</tr>
<tr>
<td>/u/ spelled ou (e.g. young, double)</td>
</tr>
<tr>
<td>/k/ spelled ch (e.g. scheme, character)</td>
</tr>
<tr>
<td>/ai/ spelled ei, eigh, ey (e.g. they, eight, vein)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling word list/ common exception words</th>
</tr>
</thead>
<tbody>
<tr>
<td>accidentally, actually, probably, caught, naughty, consider, disappear, fruit, group, heard, learn, heart, history, quarter, reign, straight, weight, sentence, young, double, myth, circle</td>
</tr>
</tbody>
</table>

### Year 3: Spring

#### Grammar

- Conjunctions
- Statements
- Questions
- Commands
- Subordination
- Sentences and clauses
- Co-ordinating conjunctions
- Adverbs of time and manner
- Prepositions
- Tenses
- Present perfect form of verbs (e.g. he has gone instead of he went)
- Present and past progressive
- Nouns/verbs/adjectives/adverbs
- Expanded noun phrases
- Standard English Choosing a or an

#### Punctuation

- Direct speech
- Inverted commas/speech marks
- Apostrophes for contraction and possession
- Capitals for names and sentences
- Full stops
- Questions
- Exclamations
- Marks

#### Vocabulary

- Homophones and near-homophones: ball/bawl, berry/bury, grate/great, groan/grown, here/hear, heel/heal/he’ll, mail/male, main/mane, meat/meet, plain/plane, scene/seen, weather/whether
- Suffixes - plurals including: potatoes

<table>
<thead>
<tr>
<th>Spelling rules</th>
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<tbody>
<tr>
<td>Adding –s and –es to words (plural of nouns and the third-person singular of verbs)</td>
</tr>
<tr>
<td>Rules for adding suffixes beginning with vowels</td>
</tr>
<tr>
<td>The /i/ sound spelt y other than at the end of words</td>
</tr>
<tr>
<td>Prefixes</td>
</tr>
<tr>
<td>Noun suffix - ation (e.g. information, admiration)</td>
</tr>
<tr>
<td>The suffix –ly</td>
</tr>
<tr>
<td>Endings that sound like /shun/, spelt –tion, -sion, -ssion, -cian</td>
</tr>
<tr>
<td>Words containing the letter string ough</td>
</tr>
<tr>
<td>Adding –es to nouns and verbs ending in –y</td>
</tr>
<tr>
<td>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</td>
</tr>
<tr>
<td>The /ɔ:/ sound spelt a before l and ll (e.g. wall, always)</td>
</tr>
<tr>
<td>The /ʌ/ sound spelt o (e.g. glove, front)</td>
</tr>
<tr>
<td>The /ʒ/ sound spelt s (e.g. television)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling word list - common exception words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days including Wednesday, centre, decide, recent, difficult, forwards, particular, popular, height, possible, though, although, thought, through, remember, because, pretty</td>
</tr>
</tbody>
</table>

### Year 3: Summer

#### Grammar

- Expanded noun phrases
- Nouns
- Adjectives
- Verbs
- Conjunctions
- Adverbs
- Prepositions of space, place and time
- Statements
- Questions
- Commands
- Exclamations
- Subordination
- Noun phrases
- Sentences and clauses
- Tenses
- Present perfect form of verbs
- Verb forms

#### Punctuation

- Capitals for names and sentences
- Full stops
- Questions
- Exclamation marks
- Apostrophes for contraction and possession
- Inverted commas/speech marks
- Commas in lists

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| Vocabulary | Word families (e.g. solve, solution, dissolve, insoluble)  
Range of suffixes  
Prefixes  
Homophones and near-homophones |
|---|---|
| Spelling rules | Prefixes  
The /n/ sound spelt kn- and (less often) gn- at the beginning of words  
The /r/ sound spelt wr at the beginning of words  
The suffixes -ment, -ness, -ful and -ly  
The suffix -ation  
The suffix -ly |
| Spelling word list common exception words | Days; months including: February;  
Describe, address, appear, arrive, perhaps, complete, actually, although, beautiful, particular, people, water |
| Year 4: Autumn Grammar | Nouns and adjectives  
Adverbs and verbs  
Expanded noun phrase  
Prepositions  
Pronouns  
Choice of pronoun or noun  
Present perfect instead of simple past  
Tenses  
Standard English was, were  
Subordination  
Fronted adverbial  
Statement  
Question  
Command  
Exclamation  
Time conjunctions  
Conjunctions  
Determiners |
| Punctuation | Possessive apostrophe  
Plural and possessive ‘s’  
Apostrophe in contractions  
I.? and capitals  
Inverted commas  
Commas in lists |
| Vocabulary | Word families  
Noun-forming prefixes: sub, inter, super, anti, auto  
Suffixes  
Homophones and other confusable words |
| Spelling rules | Different forms of prefix in as in inactive impossible, illegal, irregular  
/g/ spelled gue (e.g. league, tongue)  
/k/ spelled que (antique, unique)  
/s/ spelled sc (scissors, crescent)  
/sh/ spelled ch (e.g. chef, brochure) |
| Spelling word list common exception words | answer, believe, bicycle, breath, breathe build, guard, guide, busy, business, calendar, regular, century,  
certain, circle, imagine, increase, important, strange |
| Year 4: Spring Grammar | Nouns  
Adjectives  
Conjunctions  
Adverbs  
Use of modifying adjectives, nouns and prepositions phrases (e.g. the pretty little cottage where she lived)  
Expanded noun phrases  
Standard English: did, done  
Determiners  
Tenses  
Present perfect instead of simple past  
Statements  
Questions  
Commands  
Exclamations  
Matching verb forms to singular/ plural nouns  
Prepositions  
Pronouns and nouns  
Co-ordinating conjunctions  
Subordination  
Fronted adverbials  
Time conjunctions |
| Punctuation | Commas after fronted adverbials  
Inverted commas  
Capitals for names and sentences  
Full stops  
Questions  
Exclamation marks  
Apostrophes for singular and plural possession (girls, boys’, babies’, children’s mice’s)  
Apostrophes after singular proper nouns ending in s (e.g. James’s toys) |

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### Vocabulary
- Noun-forming prefixes
- Suffixes
- Homophones and near homophones

### Spelling rules
- Different forms of prefix in as in inactive impossible, illegal, irregular
- Adding suffixes beginning with vowel letters to words of more than one syllable
- Prefixes
  - The suffix -ation, -sure /ʃə/ or -ture /tʃə/ (eg measure, creature)
  - /ʃən/ -sion (division, collision)
- Words containing the letter string ough
- Homophones and near homophones: accept/except, affect/effect, brake/break, fair/fare, knot/not, medal/meddle, missed/mist, peace/piece, rain/rein/reign, whose/who’s

### Spelling word list - common exception words
- Exercise, experience, experiment, extreme, grammar, height, island, knowledge, often, material, nature, natural, notice, promise, particular, popular, position, possess(ion), pressure, special, suppose, therefore

### Year 4: Summer
#### Grammar
- Labelling word classes
  - Nouns
  - Adjectives
  - Verbs
  - Fronted adverbials
  - Prepositions
  - Tenses; tense consistency
  - Sentences and clauses
  - Co-ordinating conjunctions
  - Subordinating conjunctions
  - Present perfect instead of simple past
  - Determiners
  - Matching verb forms to singular/plural nouns
  - Choice of noun or pronoun
  - Standard English: did, done, was, were
  - Possessive pronouns
  - Noun phrases

#### Punctuation
- Capitals for names and sentences
- Full stops
- Questions
- Exclamation marks
- All apostrophes
- Commas in lists
- Comma after fronted adverbial
- Inverted commas

#### Vocabulary
- Word families
  - Prefixes
  - Suffixes

#### Spelling rules
- Adjective suffix ous (eg poisonous, humorous, courageous, obvious)
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The suffix -ation
- The suffix -ly
- Words with endings sounding like /ʃən/ or /tʃən/
- Endings that sound like /ʃən/
- The suffix -ous
- Endings that sound like /ʃən/ spelt –tion, -sion, -ssion, -cian
- Homophones and near homophones
- Prefixes

#### Spelling word list - common exception words
- Syllables written but not pronounced: different, favourite, interest, library, ordinary, separate; Famous, length, strength, occasion(ally), opposite, woman, women, purpose, various, actually

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## Year 5: Autumn

### Grammar

- Determiners
- Nouns
- Adjectives
- Adverbs/Adverbials
- Verbs
- Tenses
- Perfect form
- Prepositions
- Modal verbs
- Subordination
- Choice of noun/pronoun for cohesion
- Conjunctions of time
- Expanded noun phrase
- Standard English did/done; were/was
- Statement
- Relative pronoun (who, which, where, when, whose, that)
- Relative clause
- Modal verbs
- Prefixes
- Vocab questions
- Sentences x1 item
- Commands
- Exclamations

### Punctuation

- Commas to clarify meaning/ambiguity
- Commas after fronted adverbials and in lists
- Commas in lists
- !.? and capitals
- Inverted commas
- All apostrophes
- Brackets for parenthesis

### Vocabulary

- Homophones and other words that are often confused
  - Aloud/allowed; farther/further; guessed/guest; heard/herd; steel/steal; cereal/serial; desert/dessert
- Word families
- Synonyms and antonyms

### Spelling rules

- Verb prefixes: mis, over, re, dis, de
- Verb forming suffixes: ate, ify, ise
- Spelling words with:
  - ant/ent; ance/ence (e.g. observant, observance (also observation); innocent, innocence)
  - ough
- Prefixes
- Words with endings sounding like /ʃə/ or /tʃə/ e.g. measure
- Endings that sound like /ʃən/ e.g. division
- The suffix –ous
- Endings that sound like /ʃən/ spelt –tion, -sion, -ssion
- Words with the /k/ sound spelt ch

### Year 5: Spring

### Grammar

- Tenses
- Perfect form
- Prepositions
- Determiners
- Relative clauses
- Noun phrases
- Choice of nouns/pronouns for cohesion
- Relative pronouns (who, which, where, when, whose, that)
- Nouns
- Adjectives
- Adverbs
- Adverbials
- Verbs
- Statements
- Commands
- Exclamations
- Conjunctions of time
- Modal verbs
- Standard English: did/done; were/was
- Subordination
- Prefixes
- Vocab questions – no content ref.
### Punctuation
- Commas to clarify meaning/ambiguity
- Commas after fronted adverbials
- Commas in lists
- Capitals
- Full stops
- Questions
- Exclamation marks
- Apostrophes
- Inverted commas
- Commas and dashes for parenthesis

### Vocabulary
- Word families
- Prefixes
- Homophones and near homophones

### Spelling rules
- Adding suffixes beginning with vowel letters to words of more than one syllable
- Prefixes
- Words with endings sounding like /za/ or /ta/
- Endings that sound like /an/ spelt –tion, -sion, -ssion, -cian
- Words ending in –ant, -ance, -ancy, -ent, -ence, -ency
- Words ending in –able, -ible, -ably, -ibly
- Words containing the letter string ough
- ible/able; ibly/ably: considerable, available, changeable, enjoyable, terribly, incredibly, possible, possibly, reasonable, vegetable, changeable, dependable, adoral, applicable, noticeable, terrible, sensible, incredible, sensibly
- Silent letters: island, doubt

### Spelling word list: common exception words
- Temperature, stomach, according, desperate, equipment, environment, government, development, material, experiment

### Year 5: Summer

#### Grammar
- Nouns
- Adverbs
- Adverbials
- Verbs
- Adjectives
- Determiners
- Prepositions
- Conjunctions of time
- Subordination
- Perfect form of verbs
- Modal verbs
- Choice of noun or pronoun
- Expanded noun phrases
- Tense consistency
- Relative clause where relative pronoun may be omitted
- Possessive pronouns
- Relative pronouns
- Standard English
- Sentence types
- Vocab questions – no content ref.

#### Punctuation
- Commas to clarify meaning/ambiguity
- Commas after fronted adverbials
- Commas in lists
- Capitals
- Full stops
- Questions
- Exclamation marks
- Apostrophes
- Inverted commas
- Brackets, commas and dashes for parenthesis

#### Vocabulary
- Word families
- Synonyms and antonyms
- Homophones and near homophones
- Suffixes
- Prefixes

#### Spelling rules
- Prefixes
- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Adding suffixes beginning with vowel letters to words of more than one syllable
- Homophones and other words that are often confused
- Homophones/confusable words: lead/led; past/passed; draught/draft; wary/weary; whose/who’s
- ei after c: deceive, conceive, perceive

#### Spelling word list: common exception words
- Attached, bruise, symbol, signature, individual, occurred, exist, develop, decent, weary, accommodate, secretary, sincere, suggest, marvellous, interfere, physical, category, proceed, soldier, twelfth, language, definite, community, identity, immediate, advise, draught, bargain, curious, familiar, explain, programme, occasion, ordinary, purpose, different, favourite, develop

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### Year 6: Autumn

#### Grammar
- Passive and active voice
- Subject, object
- Pronouns and nouns for cohesion
- Possessive pronouns
- Relative pronouns
- Adverbials for cohesion (e.g. on the other hand, in consequence, therefore)
- Modal verbs
- Expanded noun phrase
- Word classes; noun, verb, adverb, adjective, determiner
- Prepositions
- Statement
- Question
- Command
- Exclamation
- Verbs in the perfect form
- Tenses
- Fronted adverbial
- Subordination
- Adverbs for degrees of possibility
- Standard English: was/were; did/done
- Relative clauses
- Question tags in informal speech

#### Punctuation
- Inverted commas
- Colon to introduce list
- Plural and possessive ‘s’
- Semi-colon between independent clauses
- Commas to clarify meaning and in lists
- Commas after fronted adverbials
- Capital letters
- Inverted commas
- Apostrophes
- Brackets and dashes for parenthesis

#### Vocabulary
- Formal and informal vocabulary
- Word families
- Homophones and other words that are often confused: advice/advise; device/devise; licence/license; practice/practise; prophecy/prophesy
- Synonyms and antonyms

#### Spelling rules
- Prefixes
- Spelling words with:
  - -cious, -tious (e.g. vicious, cautious)
  - -cial, -tial (e.g. special, spatial)
- Prefixes
- Words with endings sounding like /ʃə/ or /tʃə/
- The suffix -ous
- Words with the /k/ sound spelt ch
- Words with the /ee/ sound spelt ei after c
- Homophones and other words that are often confused

### Year 6: Spring

#### Grammar
- Expanded noun phrases to convey complex ideas
- Word classes: nouns, verbs, adverbs, adjectives, determiners
- Prepositions
- Standard English: was/ were; did/ done
- Passive and active voice
- Perfect form of verbs
- Statements
- Questions
- Commands
- Exclamations
- Relative clauses
- Possessive pronouns
- Relative pronouns
- Adverbs
- Fronted adverbials
- Relative clauses
- Causal/co-ordinating conjunctions
- Subordination
- Pronouns and nouns for cohesion
- Adverbials for cohesion
- Modal verbs
- Sentence subject and object
- Question tags in informal speech

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## Year 6: Summer

### Grammar

- Word classes: nouns, verbs, adverbs, adjectives, determiners
- Prepositions
- Perfect form of verbs
- Tenses
- Pronouns and nouns for cohesion
- Adverbials for cohesion
- Modal verbs
- Conjunctions
- Relative clauses
- Possessive pronouns
- Relative pronouns
- Time conjunctions
- Statements
- Questions
- Commands
- Exclamations
- Expanded noun phrases
- Subjunctive in passive sentences (eg If I were, Were they to…)
- Simple past and simple present
- Verbs in the perfect form
- Passive and active voice
- Standard English: was/ were; did/ done
- Sentence subject and object
- Question tags in informal speech

### Punctuation

- Ellipsis
- Commas to clarify meaning and in lists
- Inverted commas
- Apostrophes
- Dashes and semi-colons
- Semi-colons between independent clauses
- Colon to introduce a list
- Brackets and dashes for parenthesis
- Bullet points

### Vocabulary

- Synonyms and antonyms
- Formal and informal language
- Homophones and near homophones: aisle/ isle; affect/ effect; precede/ proceed; dissent/ descent; alter/ altar; prophet/ profit; stationary; stationery; bridle/ bridal; complement/ compliment

### Spelling rules

- Adding suffixes to verbs ending in *fer* (eg referral, preference)
- The words with the /i:/ sound spelt ei after c
- Prefixes
- Endings which sound like /fas/ spelt –cious or -tious

### Spelling word list - common exception words

- Curiosity/curious, yacht, thistle, appreciate, committee, necessary, mischievous, guarantee, correspond, muscle, profession, rely, awkward, controversy, harass, systematically, equipment, dictionary, achieve, disaster, communicate, aggressive, hesitate, sufficient, recognize, neighbor, lightning, decency, believe, average, shoulder, forty, considerate, bruise, attached, twelfth