



Vocabulary, Grammar and Punctuation

Word Structure

Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, *helped, helper*)

How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or *undoing: untie the boat*]

Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.)

Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–]

Use of the **forms** a or an according to whether the next word begins with a **consonant** or a **vowel** [for example, a rock, an open box]

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

The grammatical difference between **plural** and **possessive** -s

Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]

Verb prefixes (e.g. *dis–, de–, mis–, over– and re–*)

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

| Sentence Structure |
|---|
| How words can combine to make sentences |
| Joining words and joining clauses using and |
| Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] |
| How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command |
| Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] |
| 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>) |
| Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] |
| Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun |
| Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] |
| Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>] |
| 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 subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing] |

| Text Structure |
|--|
| Sequencing sentences to form short narratives |
| Correct choice and consistent use of present tense and past tense throughout writing |
| Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] |
| Introduction to paragraphs as a way to group related material |
| Headings and sub-headings to aid presentation |
| Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>] |
| Use of paragraphs to organise ideas around a theme |
| Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) |
| Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices |
| Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis |
| Layout devices, such as headings, sub-headings, columns, bullets, or tables, to |

| Punctuation |
|---|
| Separation of words with spaces |
| Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences |
| Capital letters for names and for the personal pronoun I |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences |
| Commas to separate items in a list |
| Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] |
| Introduction to inverted commas to punctuate direct speech |
| Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] |
| Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] |
| Use of commas after fronted adverbials |
| Brackets, dashes or commas to indicate parenthesis |
| Use of commas to clarify meaning or avoid ambiguity |
| Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] |
| Use of the colon to introduce a list and use of semi-colons within lists |
| Punctuation of bullet points to list information |
| How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>] |

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Terminology for Pupils

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| letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma |
| preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel |
| determiner, pronoun, possessive pronoun, adverbial |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |

All terms in **bold** should be understood with the meanings set out in the glossary.

| Key: |
|--------|
| Year 1 |
| Year 2 |
| Year 3 |
| Year 4 |
| Year 5 |
| Year 6 |



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