

# **Grammar, Punctuation and Vocabulary**

## Year 1

### The following should be introduced at year 1.

<b>Word</b>	<ul style="list-style-type: none"><li>• The use of regular <b>plural noun suffixes</b>. e.g. adding <b>s</b> or <b>es</b>. (dog – dogs and wish – wishes )</li><li>• Adding <b>suffixes</b> to words where there is no change to the spelling of the root word: e.g. root word – help becomes helping, helper, helped.</li><li>• Using and understanding how the <b>prefix un</b> changes the meaning of verbs and adjectives. e.g. kind – unkind, tie – untie.</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• How <b>words</b> can <b>make simple sentences</b>.</li><li>• Join words and clauses using <b>and</b></li></ul>
<b>Text</b>	Sequencing sentences to form short narratives.
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• Separation of words with <b>finger spaces</b>.</li><li>• The use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> in sentences.</li><li>• <b>Capital letter</b> for <b>proper nouns</b> (names).</li><li>• <b>Capital letter</b> for the <b>personal pronoun I</b></li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• letter, capital letter</li><li>• word, singular and plural</li><li>• sentence</li><li>• punctuation, full stop, question mark, exclamation mark</li></ul>

## Year 2

<b>The following should be taught at year 2, ensuring that year 1 content is secure.</b>	
<b>Word</b>	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>• Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li> <li>• Use of the suffixes –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></li> </ul>
<b>Sentence</b>	<p>To use <b>subordination in sentences</b> e.g. if, when, that, because.</p> <ul style="list-style-type: none"> <li>• To use <b>coordination in sentences</b></li> </ul> <p>e.g. but or, and</p> <ul style="list-style-type: none"> <li>• Know how to <b>expand noun phrases</b> for description or specification. e.g. noun phrase - <i>The butterfly.</i> changes to <i>The beautiful, colourful butterfly.</i> <p>Noun phrase – <i>The man.</i> Changes to <i>The man in the moon.</i></p> <ul style="list-style-type: none"> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul> </li></ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• The use of <b>capital letters, full stops, question marks and exclamation marks</b> in sentences.</li> <li>• The use of <b>commas</b> to separate <b>items in a list</b>.</li> <li>• The use of <b>apostrophes</b> for <b>omission</b> e.g. did not – didn't and to mark <b>singular possession</b> in nouns. e.g. the girl's name.</li> </ul>
<b>Terminology for pupils.</b>	<ul style="list-style-type: none"> <li>• noun and noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• past tense and present tense</li> <li>• apostrophe, comma</li> </ul>

## Year 3

**The following should be taught at year 3, ensuring that year 1 and 2 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>Using <b>prefixes in nouns</b> e.g. super, anti, auto</li><li>To use <b>a</b> or <b>an</b> correctly depending on whether the next words begins with a <b>consonant or vowel</b>.</li><li>To know <b>word families</b> based on <b>common words</b>, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble.</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>To <b>express time, place and cause using:</b> <b>Conjunctions</b> – when, before, after, while, so, because <b>Adverbs</b> – then, next, soon, therefore <b>Prepositions</b> – before, after, during, in, because of</li></ul>
<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><li>Use of the present perfect form of verbs instead of the simple past [for example, He <u>has</u> gone out to play contrasted with He <u>went</u> out to play]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>As above for year 1 and 2.</li><li>Introduction to <b>inverted commas</b> to punctuate <b>direct speech</b>. e.g. "I am upset," she said.</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>preposition ,conjunction</li><li>word family, prefix</li><li>direct speech, inverted commas (or 'speech marks')</li><li>consonant, consonant letter vowel, vowel letter</li></ul>

## Year 4

**The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>To know the <b>grammatical difference</b> between the <b>plural and possessive s</b></li><li>To understand and use <b>Standard English forms</b> instead of local forms</li></ul> e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'
<b>Sentence</b>	<ul style="list-style-type: none"><li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li><li>Fronted adverbials [for example, Later that day, I heard the bad news.]</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>Use of paragraphs to organise ideas around a theme</li><li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>The use of <b>apostrophe</b> to show <b>plural possession</b> e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.)</li><li>The use of <b>inverted commas</b> and <b>all other punctuation</b> to indicate <b>direct speech</b>.</li><li>The use of <b>commas</b> after <b>fronted adverbials</b> e.g. Carefully, she opened the box. e.g. After lunch, they had a maths test.</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>Determiner</li><li>Pronoun, possessive pronoun.</li><li>Adverbial</li></ul>

## Year 5

<b>The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.</b>	
<b>Word</b>	<ul style="list-style-type: none"><li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li><li>• Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• To use <b>adverbs</b> to indicate a degree of <b>possibility</b> e.g. perhaps, surely or <b>modal verbs</b> to indicate a degree of <b>possibility</b> e.g. might, should, will, must etc.</li><li>• To use <b>relative clauses</b> – who, which, where, when, whose, that or an omitted relative pronoun e.g. That's the boy <u>who lives near to school.</u> e.g. The prize, <u>that I won,</u> was a book.</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li><li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• The use of <b>brackets</b>, dashes or commas to indicate parenthesis</li><li>• Use of <b>commas</b> to clarify meaning and avoid ambiguity eg Let's eat Grandma, or Let's eat, Grandma</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• modal verb, relative pronoun</li><li>• relative clause</li><li>• parenthesis, bracket, dash</li><li>• cohesion, ambiguity</li></ul>

## Year 6

**The following should be taught at year 6, ensuring that all other year groups content is secured.**

<b>Word</b>	<ul style="list-style-type: none"><li>• 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]</li><li>• How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• Use of the passive to affect the presentation of information in a sentence</li><li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></li><li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li><li>• Use of the colon to introduce a list and use of semi-colons within lists</li><li>• Using <b>hyphens</b> to clarify meaning and avoid ambiguity. e.g. recover versus re-cover.</li><li>• To use <b>semi colons</b> and <b>colons</b> to mark the boundary between independent clauses.</li><li>• <b>Bullet points</b> to list information</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• subject, object</li><li>• active, passive voice</li><li>• synonym and antonym</li><li>• ellipsis, hyphen, colon, semi colon, bullet points</li></ul>