

| Word Structure   | Sentence Structure  | Text Structure  | Punctuation  | Terminology for Pupils   |   |
|--|---|---|--|--|---|
| Regular <b>plural noun suffixes</b> -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.                                | How <b>words</b> can combine to make <b>sentences</b> .   | Sequencing <b>sentences</b> to form short narratives.   | Separation of <b>words</b> with spaces.  | <b>Year 1</b><br>Letter, capital letter, word singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.   |   |
| <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper).  | Joining <b>words</b> and joining <b>clauses</b> using and.  | <b>Correct choice and consistent use of present tense and past tense</b> throughout writing.  | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .  |  |   |
| How the <b>prefix un-</b> change the meaning of <b>verbs</b> and <b>adjectives</b> (negation, for example unkind, or undoing: untie the boat)  | <b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but).   | 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, she is drumming, he was shouting).   | Capital letters for names and for the personal <b>pronoun</b> .  |  |   |
| Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding (for example, whiteboard, superman).   | Expanded <b>noun phrases</b> for description and specification (for example, the blue butterfly, plain flower, the man in the moon).  | Introduction to paragraphs as a way to group related material.  | Use of capital letters, full stops, question marks and exclamations to demarcate sentences.  | <b>Year 2</b><br>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.                          |   |
| Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of suffixes can be found in spelling appendix.)  | How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command.   | Headings and subheadings to aid presentation.   | Commas to separate items in a list.  |  |   |
| Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of <b>ly</b> in standard in English to turn adjectives into <b>adverbs</b> .                                       | Expressing time, place and cause using <b>conjunctions</b> (for example, when, before, after, while, so, because) <b>adverbs</b> , (for example, next, soon, therefore) or <b>prepositions</b> , (for example, before, after during, in because of).  | Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, he has gone out to play, contrasted with, he went out to play)  | <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)   |  |   |
| Formation of <b>nouns</b> using a range of <b>prefixes</b> (for example super - anti, -auto) .   | 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)   | Use of paragraphs to organise ideas around a theme.   | Introduction to inverted commas to <b>punctuate</b> direct speech.   | <b>Year 3</b><br>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks. |   |
| Use of the forms a or an according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> (for example, a rock, an open box)  | Fronted adverbials (for example, <u>later that day</u> , I heard the bad news)  | Appropriate choice of <b>pronoun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition.   | Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas; the conductor shouted, "Sit down!") |  |   |
| <b>Word families</b> based on common <b>words</b> , showing how words are related inform and meaning (for example, solve, solution, solver, dissolve, insoluble)                         | <b>Relative clauses</b> beginning with who, which, where, when, whose, that or an omitted relative pronoun.   | Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly.)   | <b>Apostrophes</b> to mark plural possession (for example the girl's name, the girl's names)   |  |   |
| The grammatical difference between <b>plural</b> and <b>possessive</b> - s.  | Indicating degrees of possibility using <b>adverbs</b> for example perhaps, surely) or <b>modal verbs</b> (for example might, should, will, must).  | Linking ideas across paragraphs using <b>adverbials</b> of time (for example later), place (for example nearby) and number (for example, secondly) or tense choices.  | Use of commas after <b>fronted adverbials</b> .  | <b>Year 4</b><br>Determiner, pronoun, possessive pronoun, adverbial.   |   |
| Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead I done.)  | Use of the <b>passive</b> to effect presentation of information in a <b>sentence</b> (for example, I broke the window in the green house verses the window in the green house was broken (by me).   | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> , repetition of a word or phrase, grammatical connections (for example, the use of <b>adverbials</b> , on the other hand, in contrast or as a consequence) and <b>ellipsis</b> . |  |  |   |
| Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example, -ate; -ise; -ify)   | 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 <b>subjunctive</b> forms such as if I <u>were</u> or <u>were they</u> to come in some very formal writing. | Layout devices such as headings, subheadings, columns, bullets or tables.   |  |  | Brackets, dashes or commas to indicate parenthesis.   |
| <b>Verb prefixes</b> (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).   | Use of commas to clarify meaning or avoid ambiguity.   | <b>Year 5</b><br>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| 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) | Use of the semi colon, colon and dash to mark the boundary between independent <b>clauses</b> (for example, it's raining; I'm fed up)   |   |  | <b>Year 6</b><br>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points.   |   |
|  | Use of the colon to introduce a list and use of semi colons within lists.   |   |  |  |   |
|  | <b>Punctuation</b> of bullet points to list information.<br>How hyphens can be used to avoid ambiguity, (for example, man eating shark verses man -eating shark or recover verses re-cover)   |   |  |  |   |