



## Vocabulary, Grammar and Punctuation

### Word Structure

Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun
<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, <i>helped, helper</i> )
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, <i>or undoing: untie the boat</i> ]
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix)
Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>
Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, <i>anti-, auto-</i> ]

Sentence Structure	Text Structure	Punctuation
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
Joining <b>words</b> and joining <b>clauses</b> using and		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	Capital letters for names and for the personal <b>pronoun I</b>
Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	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, <i>she is drumming, he was shouting</i> ]	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command	Introduction to paragraphs as a way to group related material	Commas to separate items in a list
Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]	Headings and sub-headings to aid presentation	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</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> )	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i> ]	Introduction to inverted commas to <b>punctuate</b> direct speech
	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within

## Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-9>

### Terminology for Pupils

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 letter, inverted commas (or 'speech marks')
determiner, pronoun, possessive pronoun, adverbial

<p>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>inverted commas: The <i>conductor</i> shouted, "Sit down!"</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p>	<p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p>	
	<p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices</p>	<p>Use of commas after <b>fronted adverbials</b></p>	<p>hyphen, colo points</p>
			<p>Brackets, dashes or commas to indicate parenthesis</p>	

Key:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

