

## Grammar, Vocabulary and Punctuation curriculum – Year 1

Word structure	Sentence structure	Text structure	Punctuation	New terminology for pupils
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes]	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining words and joining clauses using and		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]			Capital letters for names and for the personal pronoun I	

## Grammar, Vocabulary and Punctuation curriculum – Year 2

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Formation of nouns using suffixes such as –ness, –er, –ment and by compounding [for example, whiteboard, superman]	<b>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</b>	<b>Correct choice and consistent use of present tense and past tense throughout writing</b>	<b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
<b>Formation of adjectives using suffixes such as –ful, –less, –ed, –y</b>	<b>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</b>	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]	<b>Commas to separate items in a list</b>	
Use of the suffixes –er, –est in adjectives	4 sentence types: statement, <b>question</b> , exclamation or <b>command</b>		<b>Apostrophes to mark where letters are missing in spelling (contraction)</b>	
<b>The use of –ly in Standard English to turn adjectives into adverbs</b>			<b>Apostrophes to mark singular possession in nouns [for example, the girl’s name]</b>	

## Grammar, Vocabulary and Punctuation curriculum – Year 3

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Formation of nouns using a range of prefixes [for example super-, anti-, auto-	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	Introduction to paragraphs as a way to group related material	Introduction to inverted commas to punctuate direct speech	preposition, conjunction word family, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'), present perfect tense, simple past/present tense, progressive past/present tense
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]	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Headings and sub-headings to aid presentation		
Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		

## Grammar, Vocabulary and Punctuation curriculum – Year 4

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Expanded noun phrases (adding adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair))	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech	determiner pronoun, possessive pronoun adverbial
The grammatical difference between plural and possessive –s	Fronted adverbials [for example, Later that day, I heard the bad news.] <i>including use of commas after fronted adverbials</i>	Introduce terms simple and progressive past/present tense while consolidating all tense forms	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	
Possessive pronoun and determiner use and terminology		Use of paragraphs to organise ideas around a theme		

## Grammar, Vocabulary and Punctuation curriculum – Year 5

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	<b>Simple, compound and complex sentences and corresponding conjunction use (co-ordinating conjunctions/ subordinating conjunctions)</b>	<b>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</b>	Brackets, dashes or commas to indicate parenthesis	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, main clause, subordinate clause, simple sentence, compound sentence, complex sentence, co-ordinating conjunctions (FANBOYS), subordinating conjunctions, bullet points
Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	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]	Use of commas to clarify meaning or avoid ambiguity	
	Write and identify main and subordinate clauses		Introduce punctuation of bullet points to list information	
	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Using commas after a subordinate clause	

## Grammar, Vocabulary and Punctuation curriculum – Year 6

Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
The difference between informal speech and formal speech [for example, find out – discover; ask for – request; go in – enter]	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]	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 on the other hand, in contrast, or as a consequence], and ellipsis	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon
How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Consolidate main/sub/relative clauses, conjunction use and demarcation with commas	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the colon to introduce a list and use of semi-colons within lists	
	Passive voice and active voice		Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	