

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for Pupils |
|--|---|---|--|---|
| Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark |
| Suffixes that can be added to verbs (e.g. helping, helped, helper) | How and can join words and join sentences | The consistent use of present tense versus past tense throughout texts | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | verb, tense (past, present), adjective, noun, suffix, apostrophe, comma |
| How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) | Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Capital letters for names and for the personal pronoun I | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause |
| Formation of nouns using suffixes such as -ness, -er | Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) | Introduction to paragraphs as a way to group related material | Capital letters, full stops, question marks and exclamation marks to demarcate sentences | pronoun, possessive pronoun, adverbial |
| Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.) | Sentences with different forms: statement, question, exclamation, command | Headings and sub-headings to aid presentation | Commas to separate items in a list | relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| Use of the suffixes -er and -est to form comparisons of adjectives and adverbs | Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of) | Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) | Apostrophes to mark contracted forms in spelling | active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points |
| Formation of nouns using a range of prefixes , such as super-, anti-, auto- | Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition | Use of paragraphs to organise ideas around a theme | Introduction to speech marks to punctuate direct speech | |
| Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) | Fronted adverbials | Appropriate choice of pronoun or noun across sentences | Use of speech marks to punctuate direct speech | |
| Word families based on common words | Relative clauses beginning with who, which, where, why, or whose | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) | |
| The grammatical difference between plural and possessive -s | Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) | Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) | |
| 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) | Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) | Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision . | Brackets, dashes or commas to indicate parenthesis | |
| Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) | Expanded noun phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day) | Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of commas to clarify meaning or avoid ambiguity | |
| Verb prefixes (e.g. dis-, de-, mis-, over- and re-) | The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) | | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. | |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) | | | Punctuation of bullet points to list information | |
| | | | How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover) | |

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

Key:

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| Year 1 | |
| Year 2 | |
| Year 3 | |
| Year 4 | |
| Year 5 | |
| Year 6 | |

