



# Vocabulary, Grammar and Punctuation

## Word Structure

Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, *helped, helper*)

How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or *undoing: untie the boat*]

Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.)

Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–]

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*]

**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

The grammatical difference between **plural** and **possessive** -s

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*)

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]

**Verb prefixes** (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*].

Sentence Structure
How <b>words</b> can combine to make <b>sentences</b>
Joining <b>words</b> and joining <b>clauses</b> using and
<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)
Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]
How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command
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> ]
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> )
<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
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> ]
Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i> ]
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing]

Text Structure
Sequencing <b>sentences</b> to form short narratives
Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing
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> ]
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
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> ]
Use of paragraphs to organise ideas around a theme
Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)
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
Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

Punctuation
Separation of <b>words</b> with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
Capital letters for names and for the personal <b>pronoun</b> I
Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
Commas to separate items in a list
<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> ]
Introduction to inverted commas to <b>punctuate</b> direct speech
Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]
<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ]
Use of commas after <b>fronted adverbials</b>
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]
Use of the colon to introduce a list and use of semi-colons within lists
<b>Punctuation</b> of bullet points to list information
How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]

# Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

## 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
determiner, pronoun, possessive pronoun, adverbial
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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

Key:
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6



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### Word Structure

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