# Vocabulary, grammar and punctuation – Years 1 to 6

| Year 1: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | 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*] |
| **Sentence** | How **words** can combine to make **sentences** |
| | Joining **words** and joining **clauses** using *and* |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spaces |
| | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** |
| | Capital letters for names and for the personal **pronoun** *I* |
| **Terminology for pupils** | letter, capital letter |
| | word, singular, plural |
| | sentence |
| | punctuation, full stop, question mark, exclamation mark |

| Year 2: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | 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 on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) |
| | Use of the **suffixes** *–er, –est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs** |

| Year 2: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Sentence** | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)<br><br>Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]<br><br>**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command |
| **Text** | Correct choice and consistent use of **present tense** and **past tense** throughout writing<br><br>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*] |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**<br><br>Commas to separate items in a list<br><br>**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*] |
| **Terminology for pupils** | noun, noun phrase<br><br>statement, question, exclamation, command<br><br>compound, suffix<br><br>adjective, adverb, verb<br><br>tense (past, present)<br><br>apostrophe, comma |

| Year 3: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]<br><br>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*]<br><br>**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |

| Year 3: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related material <br><br> Headings and sub-headings to aid presentation <br><br> 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*] |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech |
| **Terminology for pupils** | preposition, conjunction <br><br> word family, prefix <br><br> clause, subordinate clause <br><br> direct speech <br><br> consonant, consonant letter vowel, vowel letter <br><br> inverted commas (or 'speech marks') |

| Year 4: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | The grammatical difference between **plural** and **possessive** *–s* <br><br> 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*] |
| **Sentence** | 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*) <br><br> **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*] |
| **Text** | Use of paragraphs to organise ideas around a theme <br><br> Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |

## Year 4: Detail of content to be introduced (statutory requirement)

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|---|---|
| **Punctuation** | 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!"*] <br><br> **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] <br><br> Use of commas after **fronted adverbials** |
| **Terminology for pupils** | determiner <br><br> pronoun, possessive pronoun <br><br> adverbial |

## Year 5: Detail of content to be introduced (statutory requirement)

| | |
|---|---|
| **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] <br><br> **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*] |
| **Sentence** | **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun <br><br> Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] |
| **Text** | Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] <br><br> 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] |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesis <br> Use of commas to clarify meaning or avoid ambiguity |
| **Terminology for pupils** | modal verb, relative pronoun <br><br> relative clause <br><br> parenthesis, bracket, dash <br><br> cohesion, ambiguity |

| Year 6: Detail of content to be introduced (statutory requirement) | |
|---|---|
| **Word** | 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** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. |
| | 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] |
| **Text** | 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** |
| | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] |
| | Use of the colon to introduce a list and use of semi-colons within lists |
| | **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*] |
| **Terminology for pupils** | subject, object |
| | active, passive |
| | synonym, antonym |
| | ellipsis, hyphen, colon, semi-colon, bullet points |