

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for Pupils |
|--|--|---|--|---|
| Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>) | 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. <i>helping, helped, helper</i>) | How <i>and</i> 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 <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>) | Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) | Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) | Capital letters for names and for the personal pronoun <i>I</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 <i>-ness, -er</i> | Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) | 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 <i>-ful, -less</i> (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 <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs | Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) | Use of the perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>) | 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 <i>super-, anti-, auto-</i> | 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 <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) | 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 <i>who, which, where, why, or whose</i> | Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) | Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) | |
| The grammatical difference between plural and possessive <i>-s</i> | Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) | Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) | Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) | |
| Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) | Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>) | 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 <i>on the other hand, in contrast, or as a consequence</i>), and <i>ellipsis</i> . | Brackets, dashes or commas to indicate parenthesis | |
| Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) | Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence</i> is over there, or <i>the fact that it was raining</i> 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. <i>dis-, de-, mis-, over- and re-</i>) | 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. <i>He's your friend, isn't he?</i> , 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. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) | | | Punctuation of bullet points to list information | |
| | | | How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man eating shark</i> , or <i>recover</i> versus <i>re-cover</i>) | |

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 |  |

