

Years 1 to 6 Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes <i>-s</i> or <i>-es</i> (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p> <p>Determiners: <i>the, a, my, your, an, this, that, his, her, their, some, all</i></p> <p>prepositions (e.g. <i>before, after, during, in, because of</i>) <i>The glass slipper was in a jewelled box.</i></p> <p>Adjectives <i>The old house. The huge elephant.</i></p>	<p>How words combine to make sentences.</p> <p>Joining words and joining sentences using <i>and</i> : <i>Fatima went to the park and she played on the swing.</i></p>	<p>Sequencing sentences to form short narratives. <i>Mrs Ahmed walked down the street and went into a shop. The shop sold fruit.</i></p>	<p>Separation of words with spaces. <i>Leave a finger space in-between words.</i></p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. <i>Stop it! Where are you going? I am going to the shops.</i></p> <p>Capital letters for names and for the personal pronoun <i>I</i>, <i>Mrs Ahmed.</i></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p> <p>determiners</p> <p>prepositions</p> <p>adjectives</p> <p>simple sentence</p> <p>compound sentence</p>

<p>2</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er builder, goodness.</i></p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less beautiful, thoughtless.</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the Year 2 spelling appendix.)</p> <p>Use of the <b>suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> (<i>small, smaller smallest</i>) and <b>adverbs</b> (<i>soon, sooner, soonest</i>)</p> <p><b>Adverbs of manner</b> (<i>quickly, angrily</i>)</p> <p><b>Similes</b> - using <i>like, as</i></p> <p><b>Alliteration</b> <i>Slimy snake,</i></p> <p><b>Imperative verbs</b> <i>Fix the car.</i></p>	<p><b>Subordination</b> (using <i>when, if, that, or because</i>) <i>Because it was hot, she bought an ice cream. You can have the toy if you are good.</i></p> <p><b>Co-ordination</b> (using <i>or, and, or but</i>) <i>We can go to the shops or we can go to the park. We could buy some sweets or ice cream, but we haven't got enough money for both.</i></p> <p>Expanded <b>noun phrases</b> for description and specification <i>The blue butterfly, plain flour, the man in the moon.</i></p> <p><b>Sentences</b> with different forms: statement: <i>This is my cat:</i> question, <i>Can I come in?</i> exclamation <i>I am shocked!</i> command <i>Add two eggs.</i></p> <p><b>Simple connectives:</b> <i>and, or, but, so, because, so that, then, that, while, when, where.</i></p>	<p>Correct choice and consistent use of <b>present tense:</b> <i>I sing a song</i> and <b>simple past tense:</b> <i>I sang a song.</i></p> <p>throughout writing</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> <i>I am singing a song</i> and <b>past tense</b> <i>I was singing a song</i> to mark actions in progress .</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> <i>Stop it! Where are you going? I am going to the shops.</i></p> <p>Commas to separate items in a list <i>I bought a book, a magazine, a newspaper and some pencils.</i></p> <p><b>Apostrophes</b> to mark contracted forms in spelling <i>It wasn't my fault.</i></p> <p><b>Punctuation:</b> bullet points to list information</p> <ul style="list-style-type: none"> <li>• 100g of flour</li> <li>• 50g of sugar</li> <li>• 2 eggs</li> <li>• 100g of butter.</li> </ul>	<p>Verb tense (past, present), adjective, noun, suffix, apostrophe, comma</p> <p>compound sentences</p> <p>complex sentences</p> <p>similes</p> <p>simple connectives</p> <p>alliteration</p> <p>imperative verbs</p> <p>bullet points</p>
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<p>3</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-</i>, <i>supermarket</i> <i>anti-</i> <i>anticlimax</i> <i>auto-</i> <i>autopilot</i></p> <p>Use of the <b>determiners</b>, <b>indefinite article</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> <i>a rock</i>, <i>an open box</i></p> <p><b>Word families</b> based on common <b>words</b></p>	<p>Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <i>When the clock strikes midnight, Cinderella must go home.</i></p> <p><b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>.) <i>The next day, she tried on the glass slipper.</i></p> <p><b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>) <i>The glass slipper was in a jewelled box.</i></p> <p>Introduce a higher level of <b>connectives</b>:</p> <ul style="list-style-type: none"> <li>• <b>Contrasting</b> e.g. <i>where as</i></li> <li>• <b>Illustrating</b> e.g. <i>such as</i></li> <li>• <b>Cause and effect</b> e.g. <i>consequently</i></li> <li>• <b>Qualifying</b> e.g. <i>however</i></li> <li>• <b>Adding</b> e.g. <i>and</i></li> <li>• <b>Sequencing</b> e.g. <i>next</i></li> <li>• <b>Emphasising</b> e.g. <i>above all</i></li> <li>• <b>Comparing</b> e.g. <i>equally</i></li> </ul> <p><b>Adverbial openers</b> <i>Quickly he ran down the street.</i></p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p><i>The African Elephant.</i> (Heading) <i>How they keep cool,</i> ( Sub-heading)</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause</p> <p><i>I have written it down so we can check what he said.</i></p>	<p><b>Speech bubbles</b></p> <p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p> <p><i>"How are we doing to get there?" he asked.</i></p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p> <p><b>compound sentences</b></p> <p><b>complex sentences</b></p> <p><b>adverbial openers</b></p> <p><b>speech bubbles</b></p>
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4	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> - <i>s Zain's bike. The bikes were locked away.</i></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i></p> <p>I BEES GOOD TODAY instead of I have been good today.</p>	<p>Appropriate choice of <b>pronoun</b> or <b>noun</b> <u>within</u> a <b>sentence</b> to avoid ambiguity and repetition. <i>Tim and Sana were going on an adventure to the forest and they climbed over the old, rotten tree stumps.</i></p> <p><b>Fronted adverbials.</b> <u>Later that day</u>, I heard the bad news.</p> <p>Short sentences for effect. <i>He stopped. He looked. He gasped. He shuddered.</i></p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> <u>across</u> <b>sentences</b> to aid cohesion and avoid repetition.</p> <p><i>Tim and Sana went to the forest. They saw rabbits in it.</i></p>	<p>Use of inverted commas to <b>punctuate</b> direct speech. <i>"How are we doing to get there?" he asked.</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession <i>The girl's name is Hafsa, All the boys' jumpers were red.</i></p> <p>Use of commas after <b>fronted adverbials</b>. <u>Later that day</u>, I heard the bad news.</p> <p><b>Complex lists</b> e.g. <i>At the market she bought: a bag of rosy apples; the ripest pears on the stall; bananas as yellow as the sunshine in which they were grown and juicy plums.</i></p>	<p>pronoun, possessive pronoun, adverbial imperative verbs</p>
					<p>relative clause, modal verb, relative pronoun, parenthesis,</p>

<p>5</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. -ate; -ise; -ify)  <i>beautiful (adj)</i>  <i>beautify (verb)</i> <i>terror (noun)</i> <i>terrorise (verb)</i></p> <p><b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)  <i>disregard, devalue</i>  <i>mistake, overhear,</i>  <i>recall</i></p> <p><b>Metaphor</b>  <i>He drowned in a sea of grief.</i></p> <p><b>Personification</b>  <i>The sun smiles down at me.</i></p> <p><b>Onomatopoeia.</b>  <i>Boom, bang, crash</i></p> <p><b>Subject/ object</b>  <i>The man (subject) bit the dog.(object)</i>  <i>The dog (subject) bit the man.(object)</i></p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that,</i> or an omitted relative pronoun  <i>The beast, <u>which</u> had long, twisted claws, ran towards the Highway man.</i></p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i>)  <i>He <u>might</u> win the race if he trains hard enough.</i></p> <p>or <b>adverbs</b> (e.g. <i>perhaps, surely</i>)  <i><u>Surely</u> you must agree that the land would be better used as a playground rather than a tip.</i></p>	<p>Devices to build <b>cohesion</b> <u>within</u> a paragraph (e.g. <i>then, after that, this, firstly</i>)  <i>The creature crawled into the room. <u>First</u> it scanned the room for any sign of movement. <u>Then</u> it sniffed the air for the scent of life.</i></p> <p>Linking ideas <u>across</u> paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)  <i><u>Later on that day,</u> they saw, to their horror, a ruined bridge in place of the crossing.....</i></p> <p><i><u>After the shock of the discovery,</u> they picked up, <u>nearby,</u> a hunting knife.....</i></p>	<p>Brackets, dashes or commas to indicate parenthesis.  <i>The dinosaur (<u>T.Rex</u>) known from the Jurassic era - <u>c.199mya</u> - has since been identified, <u>by scientist Dr Green,</u> as the Loch Ness Monster.</i></p> <p>Use of commas to clarify meaning or avoid ambiguity  <i>Ahmed and Zane are friends. Zane took his bike, <u>Ahmed's bike,</u> back to his house.</i></p> <p><b>Rhetorical questions</b>  <i>You agree, don't you!</i></p>	<p>bracket, dash, determiner, cohesion, ambiguity  <b>rhetorical questions</b>  <b>metaphor</b>  <b>personification</b>  <b>onomatopoeia</b>  <b>subject/ object</b></p>
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<p>6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing <u>said</u> (informal) <u>reported, alleged, or claimed</u> (formal speech or writing.)</p>	<p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> <i>I broke the window in the greenhouse</i> (active) <u>The window in the greenhouse was broken</u> (passive).</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely: <u>an overgrown garden with litter scattered everywhere</u> <u>a grotesque creature with an enormous furry body and a tiny head</u></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing ,the use of question tags, <i>He's your friend, isn't he?</i>, (informal),</p> <p>The use of the <b>subjunctive</b> (subjunctive mood; to convey state of unreality, such as a wish or an emotion.) in some very formal writing and speech <i>If I <u>were</u> rich I <u>would</u> buy myself a house in Spain.</i></p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word or phrase</b>), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), <b>ellipsis</b></p> <p>Layout devices <b>headings, sub-headings, columns, bullets, or tables, to structure text</b></p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> <i>It's raining; I'm fed up.</i></p> <p>Use of the colon to introduce a list</p> <p><i>At the market she bought: apples, pears, bananas and plums.</i></p> <p><i>(Advisory to Parkfield Community School Complex lists e.g. At the market she bought: a bag of rosy apples; the ripest pears on the stall; bananas as yellow as the sunshine in which they were grown and juicy plums.)</i></p> <p><b>Punctuation</b> of bullet points to list information</p> <ul style="list-style-type: none"> <li>• 100g of flour</li> <li>• 50g of sugar</li> <li>• 2 eggs</li> <li>• 100g of butter.</li> <li>•</li> </ul> <p>How hyphens can be used to avoid ambiguity:</p> <p><i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>
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The table shows when concepts should be introduced first, not necessarily when they should be completely understood.

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