

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) 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, e.g. unkind, or undoing, e.g. untie the boat)	How words can combine to make sentences Joining words and joining clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun /	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark
2	Formation of nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes <i>-er</i> , <i>est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Subordination (using when, if, that or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is</i> <i>drumming, he was shouting</i>]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma



3	Formation of nouns using a	Expressing time , place and	Introduction to paragraphs as	Introduction to inverted	Adverb preposition,
	range of prefixes, such as	cause using conjunctions (for	a way to group related	commas to punctuate direct	conjunction
	super-, anti-, auto-	example, when, so, before,	material	speech	word family, prefix
		after, while, because]			clause, subordinate clause,
	Use of forms a or an	adverbs [for example, then,	Headings and sub-headings		direct speech
	according to whether the	next, soon, therefore] or	to aid presentation		consonant, consonant letter,
	next word begins with a	prepositions (for example,			vowel, vowel letter
	consonant or a vowel (e.g. a	before, after, during, in	Use of the perfect form of		inverted commas (or 'speech
	rock, <u>an</u> open box)	because of)	verbs instead of the simple		marks')
			past [for example, He has		,
	Word families based on		gone out to play contrasted		
	common words, showing		with He went out to play]		
	how words are related in				
	form and meaning [for				
	example, solve, solution,				
	solver, dissolve, insoluble]				
	solver, dissolve, insoluble]				
_					
4	The grammatical difference	Noun phrases expanded by	Use of paragraphs to	Use of inverted commas and	Determiner
	between plural and	the addition of modifying	organise ideas around a	other punctuation to indicate	pronoun, possessive pronoun
	possessive –s	adjectives, nouns and	theme	[for example, a comma after	adverbial
		preposition phrases (e.g. the		the reporting clause; end	
	Standard English forms for	teacher expanded to: the	Appropriate choice of	punctuation with inverted	
	verb inflections instead of	strict maths teacher with	pronoun or noun across	commas: The conductor	
	local spoken forms (we were	curly hair)	sentences to aid cohesion	shouted, "Sit down!"]	
	instead of we was, I did		and avoid repetition		
	instead of I done)	Fronted adverbials (e.g.		Apostrophes to mark plural	
		Later that day, I heard the		possession [for example, the	
		bad news.)		girl's name, the girls' name]	
				The use of commas after	
				fronted adverbials	
1 1					



5	Converting nouns or adjectives into verbs using suffixes [for example – <i>ate;</i> -ise; -ify] Verb prefixes [for example <i>dis-, de-, mis-, over-,</i> and <i>re-</i>)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Devices to build cohesion within a paragraph [for example, <i>then, after that,</i> <i>this, firstly</i>] 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]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
6	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]	Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the</i> window in the green house versus The window in the greenhouse was broken(by me)]	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	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed</i> <i>up</i>] Use of a colon to introduce a list	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points
	How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend,</i> <i>isn't he?</i> Or the use of the subjunctive forms such as <i>If I</i> <u>were</u> or <u>Were they</u> to come in some very formal writing and speech]	<i>consequence</i>), and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	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]	



Word	Sentence	Text		Punctuation	Terminology for pupils
Regular plural noun suffixes –s or -es (e.g. dog, dogs; wish, wishes) 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, e.g. unkind, or undoing, e.g. untie the boat)	To be a service of the service of th		entences to form res	Separation of words with spaces Introduction to capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark
 e.g. untie the boat) Year 1 programme of study (statutory requirements) Writing – vocabulary, grammar and punctuation Pupils should be taught to: Develop their understanding of the concepts set out in Appendix 2 by: Leaving spaces between words Joining words and joining sentences using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning the grammar for year 1 in English Appendix 2 			Writing – vocabu Pupils should be to to use the vocabu their writing is dis Pupils should beg	nce (non-statutory) lary, grammar and punctuation taught to recognise sentence bou ulary listed in English Appendix 2 (scussed. gin to use some of the distinctive f ndard English' is defined in the gl	('Terminology for pupils') when features of Standard English in



Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes <i>-er, est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Subordination (using when, if, that or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's</i> <i>name</i>]	noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma
 Learning how to use both faincluding full stops, capital apostrophes for contracted Learn how to use: Sentences with diff Expanded noun phr Subordination (usin but) the grammar for yee some features of w 	concepts set out in English Appendix 2 b amiliar and new punctuation correctly (s letters, exclamation marks, question mar forms and the possessive (singular) erent forms: statements, question, excla rases to describe and specify, e.g. the blu og when, if, that, or because) and co-ordi	ee English Appendix 2), rks, commas for lists and amation, command ue butterfly ination (using or, and, or	Notes and guidance (non-statutor Writing – vocabulary, grammar a The terms for discussing language embedded for pupils in the cours their writing with them. Their atte drawn to the technical terms they	e should be e of discussing ention should be



Word Sentence Text		Text		Punctuation	Terminology for pupils
Formation of nouns using a range of	Expressing time ,	Introduct	ion to paragraphs as a	Introduction to	Adverb preposition,
prefixes, such as super-, anti-, auto-	place and cause using	way to gr	oup related material	inverted commas to	conjunction
	conjunctions (for			punctuate direct	word family, prefix
Use of forms a or an according to whether	example, when, so,	Headings	and sub-headings to	speech	clause, subordinate clause,
the next word begins with a consonant or a	before, after, while,	aid preser	ntation		direct speech
vowel (e.g. <u>a</u> rock, <u>an</u> open box)	because] adverbs				consonant, consonant letter,
	[for example, then,	Use of the	e perfect form of		vowel, vowel letter
Word families based on common words,	next, soon, therefore]	verbs inst	ead of the simple past		inverted commas (or 'speech
showing how words are related in form and	or prepositions (for	[for exam	ple, He has gone out		marks')
meaning [for example, solve, solution,	example, before,	to play co	ntrasted with He went		
solver, dissolve, insoluble]	after, during, in	out to pla	y]		
	because of)				
YEAR 3 OBJECTIVES			Notes and guidance (non statutory)		
Years 3-4 programme of study (statutory requir			Writing – vocabulary, grammar and punctuation		
Writing – vocabulary, grammar and punctuation	on				
			Grammar should be taught explicitly: pupils should be taught the terminology		
Pupils should be taught to:			and concepts set out in English Appendix 2, and be able to apply them correctly		
 Develop their understanding of the condi- 	cepts set out in English Ap	pendix 2	to examples of real lan	guage, such as their own v	vriting or books that they have
by:			read.		
 Extending the range of sentence 					
using a wider range of conjunct	ions, e.g. when, if, becaus	ie,	At this stage, pupils she	ould start to learn about so	ome of the differences between
although	of upphs in contract to the	nact	-	-	egin to apply what they have
 Using the present perfect form tense 	or verbs in contrast to the	e past	learnt [for example, in	writing dialogue for charac	cters].
	nrenositions to express	time and			
 Using conjunctions, adverbs and prepositions to express time and cause 					
 Learning the grammar for years 3 and 4 in English Appendix 2 					
 Indicate grammatical and other features 					
 Using and punctuating direct speech 					
 Use and understand the grammatical ter 					
accurately and appropriately when discu					



Word	Sentence	Text		Punctuation	Terminology for pupils
The grammatical	Noun phrases expanded by the	Use of paragraphs	s to	Use of inverted commas and other	Determiner
difference between plural	addition of modifying	organise ideas around a		punctuation to indicate [for example, a	pronoun, possessive
and possessive -s	adjectives, nouns and	theme		comma after the reporting clause; end	pronoun
	preposition phrases (e.g. the			punctuation with inverted commas: The	adverbial
Standard English forms for	teacher expanded to: the strict	Appropriate choic	e of	conductor shouted, "Sit down!"]	
verb inflections instead of	maths teacher with curly hair)	pronoun or noun	across		
local spoken forms (we		sentences to aid o	ohesion	Apostrophes to mark plural possession [for	
were instead of we was, I	Fronted adverbials (e.g. Later	and avoid repetiti	on	example, the girl's name, the girls' name]	
did instead of I done)	that day, I heard the bad news.)				
				The use of commas after fronted adverbials	
YEAR 4 OBJECTIVES			Notes and guidance (non statutory)		
Years 3-4 programme of stud			Writing – vocabulary, grammar and punctuation		
Writing – vocabulary, gram	mar and punctuation		Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have		
Pupils should be taught to:					
 Develop their unders 	tanding of the concepts set out in Er	nglish Appendix 2			
by:					
-	uns or pronouns appropriately for cl	arity and cohesion	read.		
and to avoid					
 Using fronte 			At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have		
_	grammar for years 3 and 4 in Englis	n Appendix 2			
_	and other features by:		learnt [fo	or example, in writing dialogue for characters].	
	as after fronted adverbials	acteur ha with the			
 Indicating possession by using the possessive apostrophe with the singular and plusel pound. 					
 singular and plural nouns Using and punctuating direct speech 					
· · ·	· ·	lish Annendiy 2			
	 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 				
accuracely and appro	phatery when discussing their whith	is and reading			



Word	Sentence	Text		Punctuation	Terminology for pupils
Converting nouns or	Relative clauses beginning with who,	Devices to bu	uild cohesion within a paragraph	Brackets, dashes or	modal verb, relative
adjectives into verbs which, where, why, whose, that, or an [for example, the state of the state		, then, after that, this, firstly]	commas to indicate	pronoun	
using suffixes [for	omitted relative pronoun			parenthesis	relative clause
example -ate; -ise; -ify]		Linking ideas	across paragraphs using		parenthesis, bracket,
	Indicating degrees of possibility using	adverbials of	f time [for example, later], place	Use of commas to	dash
Verb prefixes [for	adverbs [for example, perhaps,	[for example	, nearby] and number [for	clarify meaning or	cohesion, ambiguity
example dis-, de-, mis-,	surely] or modal verbs [for example,	example, sec	ondly] or tense choices [for	avoid ambiguity	
over-, and re-)	might, should, will, must]	example, he	had seen her before]		
YEAR 5 OBJECTIVES			Notes and guidance (non-statut	ory)	
Year 5-6 programme of stu	udy (statutory requirements)		Writing – vocabulary, grammar o	and punctuation	
Writing – vocabulary, gram	nmar and punctuation				
			Pupils should continue to add to their knowledge of linguistic terms, including		
Pupils should be taught to:			those to describe grammar, so that they can discuss their writing and reading.		
 Develop their under 	erstanding of the concepts set out in Eng	lish			
Appendix 2 by:					
 Using the particular 	perfect form of verbs to mark relationshi	ps of time			
and cause					
 Using mod 	al verbs or adverbs to indicate degrees o	f possibility			
 Using relat 	ive clauses beginning with who, which, v	vhere, why,			
whose, that	at or with an implied (i.e. omitted) relativ	e pronoun			
 Learning the 	ne grammar for years 5 and 6 in English A	ppendix 2			
 Indicate grammatic 	cal and other features by:				
 Using commas to clarify meaning or avoid ambiguity in writing 					
 Using brackets, dashes or commas to indicate parenthesis 					
 Use and understand the grammatical terminology in Appendix 2 					
	propriately in discussing writing and read				



Word	Sentence	Text	Punctuation	Terminolog		
The difference between	Use of the passive voice to affect the	Linking ideas across paragraphs	Use of the semi-colon, colon and dash	y for pupils Subject,		
	presentation of information in a sentence	using a wider range of cohesive	-			
vocabulary typical of informal speech and		•	to mark the boundary between	object active,		
	[for example, I broke the window in the green house versus The window in the	devices: repetition of a word or	independent clauses [for example, <i>It's</i>			
vocabulary appropriate for formal speech and writing	greenhouse was broken(by me)]	phrase, grammatical connections [for example, the use of	raining; I'm fed up]	passive		
[for example, find out –	greenhouse was broken(by me)j	adverbials such as on the other	Use of a colon to introduce a list	synonym, antonym		
discover; ask for – request;	The difference between structures typical	hand, in contrast, or as a	Use of a colori to introduce a list	ellipsis		
	of informal speech and structures		Dupetuation of bullet points to list			
go in – enter]	appropriate for formal speech and writing	consequence), and ellipsis	Punctuation of bullet points to list information	hyphen colon		
How words are related by		Lavaut devices (for evenuels	mormation	semi-colon		
	[for example, the use of question tags e.g.	Layout devices [for example,	How hundrens can be used to sucid	bullet		
meaning as synonyms and	He's your friend, isn't he? Or the use of the	headings, sub-headings,	How hyphens can be used to avoid			
antonyms [for example,	subjunctive forms such as If I were or	columns, bullets, or tables, to	ambiguity [for example man eating	points		
big, large, little]	<u>Were they</u> to come in some very formal	structure text]	shark versus man-eating shark, or			
YEAR 6 OBJECTIVES	writing and speech]		recover versus re-cover]			
Year 5-6 programme of study	statutory requirements)		Notes and guidance (non-statutory)	stustion		
Writing – vocabulary, gram			Writing – vocabulary, grammar and pun	cluation		
writing – vocubulary, grunn			Pupils should continue to add to their kr	nowledge of		
Pupils should be taught to:			linguistic terms, including those to descr	-		
 Develop their under 	standing of the concepts set out in English Ap	pendix 2 by:	grammar, so that they can discuss their			
o Recognising	vocabulary and structures that are appropria	te for formal speech and writing,	reading.	writing and		
	bjunctive forms		redding.			
-	e verbs to affect the presentation of informat	ion in a sentence				
	ded noun phrases to convey complicated info					
. .	verbs or adverbs to indicate degrees of possi	-				
-	grammar for years 5 and 6 in English Append	-				
_						
<u> </u>	ens to avoid ambiguity					
	colons, colons or dashes to mark boundaries b					
_	n to introduce a list					
 Punctuating bullet points consistently 						
		ccurately and appropriately in				
	6) FF F F F F					
discussing writing and reading						



Quick reference of minimum expectations by year group

Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using and Separation of words with spaces Capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun	Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession
Year 2 Formation of nouns using suffixes-ness, -er Formation of adjectives using suffixes -ful, -less Use the suffixes -er and -est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings	Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-, de-, mis-, over-,</i> and <i>re-</i>) Relative clauses beginning <i>with who, which, where, why, whose, that,</i> or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 3 Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto</i> - Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when, so, before, after, while, because</i>) Adverbs (e.g. <i>then, next, soon, therefore</i>) Prepositions (e.g. <i>before, after, during, in because of</i>) The introduction of the present perfect form of verbs instead of the simple pasr Introduction to inverted commas to punctuate direct speech	Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity