

| Word Structure   | Sentence Structure  | Text Structure   | Punctuation  | Terminology for Pupils  |
|--|---|--|--|---|
| Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)   | How words can combine to make <b>sentences</b>  | Sequencing <b>sentences</b> to form short narratives   | Separation of <b>words</b> with spaces   | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark                                       |
| <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)   | How <b>and</b> can join <b>words</b> and join <b>sentences</b>  | The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts   | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> | verb, tense (past, present), adjective, noun, suffix, apostrophe, comma   |
| How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)   | <b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)  | Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)  | Capital letters for names and for the personal <b>pronoun I</b>  | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause |
| Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er   | Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)   | Introduction to paragraphs as a way to group related material  | Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>                            | pronoun, possessive pronoun, adverbial  |
| Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling annex.)  | <b>Sentences</b> 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 <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b>  | Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)   | Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)   | <b>Apostrophes</b> to mark contracted forms in spelling  | active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points   |
| Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>   | Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> 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 <b>determiners</b> a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)   | Fronted <b>adverbials</b>   | Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>  | Use of speech marks to <b>punctuate</b> direct speech  |   |
| <b>Word families</b> based on common words   | <b>Relative clauses</b> beginning with <b>who</b> , <b>which</b> , <b>where</b> , <b>why</b> , or <b>whose</b>  | Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)   | Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)                                 |   |
| The grammatical difference between <b>plural</b> and <b>possessive</b> –s  | Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)  | Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)   | Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)                                 |   |
| Standard English forms for <b>verb inflections</b> 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 <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)   | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> . | Brackets, dashes or commas to indicate parenthesis   |   |
| Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)   | Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> 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  |   |
| <b>Verb prefixes</b> (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>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. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech) |  | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.                |   |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) |   |  | <b>Punctuation</b> of bullet points to list information  |   |
|  |   |  | How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)     |   |

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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| <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )   | How <i>and</i> can join <b>words</b> and join <b>sentences</b>  | The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts  | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>                           | verb, tense (past, present), adjective, noun, suffix, apostrophe, comma   |
| How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )   | <b>Subordination</b> (using <i>when, if, that, or because</i> ) and <b>co-ordination</b> (using <i>or, and, or but</i> )  | Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )   | Capital letters for names and for the personal <b>pronoun I</b>  | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause |
| Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i>  | Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> )  | <b>Introduction to paragraphs</b> as a way to group related material  | Commas to separate items in a list   | pronoun, possessive pronoun, adverbial  |
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| Use of the <b>suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b>  | Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, so</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )   | Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i> )  | Introduction to speech marks to punctuate direct speech  | active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points   |
| Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-, anti-, auto-</i>   | Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition  | Use of paragraphs to organise ideas around a theme  | Use of speech marks to <b>punctuate</b> direct speech  |   |
| Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock, an open box</i> )  | Fronted <b>adverbials</b>   | Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>   | <b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. <i>the girl's name, the boys' boots</i> )                                     |   |
| <b>Word families</b> based on common words   | <b>Relative clauses</b> beginning with <i>who, which, where, why, or whose</i>  | Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> )  | Use of commas after fronted <b>adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )   |   |
| The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i>   | Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i> ) or <b>adverbs</b> (e.g. <i>perhaps, surely</i> )  | Linking ideas across 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> )  | Brackets, dashes or commas to indicate parenthesis   |   |
| Standard English forms for <b>verb inflections</b> 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 <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (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 <b>cohesive devices</b> : <b>semantic cohesion</b> (e.g. repetition of a <b>word</b> or <b>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> ), and <b>elision</b> . | Use of commas to clarify meaning or avoid ambiguity  |   |
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