Year 1

Year 1- Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to:
 	
• develop their understanding of the concepts set out below 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 in column 1 below
 	
• use the grammatical terminology below in discussing their writing.
	Pupils should be taught to recognise sentence boundaries in spoken sentences and can use the vocabulary listed below when their writing is discussed.
	
	Pupils should begin to use some of the distinctive features of Standard English in their writing.

Word	Sentence	Text	Punctuation	Terminology for pupils
Regular **plural noun suffixes** *–s* or *–es* (e.g. *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, *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 marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, exclamation mark

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Year 2

Year 2 – Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to
 	
• develop their understanding of the concepts set out below by:
    o learning how to use both familiar and new punctuation correctly (see below), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms
    o learning how to use:
        ▪ sentences with different forms: statement, question, exclamation, command
        ▪ expanded noun phrases to describe and specify, e.g. *the blue butterfly*
        ▪ the present and past tenses correctly and consistently including the progressive form
        ▪ subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*)
    o learning the grammar in column 1 below
    o using some features of written Standard English
 	
• use and understand the grammatical terminology below in discussing their writing.
	The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding (e.g. *whiteboard, superman*) Formation of **adjectives** using **suffixes** such as *–ful, –less* Use of the **suffixes** *–er* and *–est* in **adjectives** and *–ly* to turn adjectives into **adverbs**	**Subordination** (using *when, if, that, or because)* and **co-ordination** (using *or, and* but) Expanded **noun phrases** for description and specification (e.g. *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, command.	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *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	Noun, noun phrase, statement, question exclamation, command, compound, adjective, verb, suffix, tense (past, present) apostrophe, comma

Year 3

Year 3-4 – Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to:
 	
 • develop their understanding of the concepts set out below by::
      o extending the range of sentences with more than one clause by using a wider range of connectives e.g. *when, if, because, although*
      o using the perfect form of verbs to mark relationships of time and cause
      o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
      o using conjunctions, adverbs and prepositions to express time and cause
      o using fronted adverbials
      o learning the grammar in column 1 below
 • indicate grammatical and other features by:
      o using commas after fronted adverbials
      o indicating possession by using the possessive apostrophe with singular and plural nouns
      o using and punctuating direct speech
 	
 • use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.
	Grammar should be taught explicitly; pupils should be taught the terminology and concepts set out below and be able to apply them correctly to examples of real-language, such as their own writing or books they have read.
	
	 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 learnt, for example, in writing dialogue for characters.

Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of **nouns** using a range of **prefixes**, such as *super–, anti–, auto–* Use of the **forms** *a* or *an* according to whether the next **word** begins with a consonant or a vowel (e.g. *a rock*, *an open box*) **Word families** based on **common** words showing how words are related in form and meaning *(e.g. solve, solution, dissolve, insoluble)*	Expressing time place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*)	Introduction to inverted commas to **punctuate** direct speech	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'),

Year 4

Year 3-4 – Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to:
• develop their understanding of the concepts set out below by::
   ○ extending the range of sentences with more than one clause by using a wider range of connectives e.g. *when, if, because, although*
   ○ using the perfect form of verbs to mark relationships of time and cause
   ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
   ○ using conjunctions, adverbs and prepositions to express time and cause
   ○ using fronted adverbials
   ○ learning the grammar in column 1 below
• indicate grammatical and other features by:
   ○ using commas after fronted adverbials
   ○ indicating possession by using the possessive apostrophe with singular and plural nouns
   ○ using and punctuating direct speech
 	
• use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.
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	Grammar should be taught explicitly; pupils should be taught the terminology and concepts set out below and be able to apply them correctly to examples of real-language, such as their own writing or books they have read.
	
	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 learnt, for example, in writing dialogue for characters.

Word	Sentence	Text	Punctuation	Terminology for pupils
The grammatical difference between **plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was,* or *I did* instead of *I done*)	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*) **Fronted adverbials** (e.g. *Later that day*, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition	Use of inverted commas and other **punctuation** to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas *(e.g. The conductor shouted, "Sit down!")* **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name, the girls' names*) Use of commas after **fronted adverbials**	Determiner, pronoun, possessive pronoun, adverbial

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Year 5

Year 5-6 Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to:
• develop their understanding of the concepts set out below by:
  o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  o using passive verbs to affect the presentation of information in a sentence
  o using expanded noun phrases to convey complicated information concisely
  o using modal verbs or adverbs to indicate degrees of possibility
  o using relative clauses beginning with *who*, *which*, *where*, *why*, *whose, that* or with an implied (i.e. omitted) relative pronoun
 	
• indicate grammatical and other features by:
  o using commas to clarify meaning or avoid ambiguity in writing
  o using hyphens to avoid ambiguity
  o using brackets, dashes or commas to indicate parenthesis
  o using semi-colons, colons or dashes to mark boundaries between main clauses
  o using a colon to introduce a list
  o punctuating bullet points consistently
 	
• use and understand the grammatical terminology below accurately and appropriately in discussing their writing and reading.
	Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading

Word	Sentence	Text	Punctuation	Terminology for pupils
Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Relative clauses** beginning with *who, which, where, why, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*)	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, determiner, cohesion, ambiguity

Year 5-6 – Vocabulary, grammar and punctuation- programme of study	Notes and Guidance (non-statutory)

Pupils should be taught to:
• develop their understanding of the concepts set out below by:
    ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
    ○ using passive verbs to affect the presentation of information in a sentence
    ○ using expanded noun phrases to convey complicated information concisely
    ○ using modal verbs or adverbs to indicate degrees of possibility
    ○ using relative clauses beginning with *who*, *which*, *where*, *why, whose, that* or with an implied (i.e. omitted) relative pronoun
 	
• indicate grammatical and other features by:
    ○ using commas to clarify meaning or avoid ambiguity in writing
    ○ using hyphens to avoid ambiguity
    ○ using brackets, dashes or commas to indicate parenthesis
    ○ using semi-colons, colons or dashes to mark boundaries between main clauses
    ○ using a colon to introduce a list
    ○ punctuating bullet points consistently
 	
• use and understand the grammatical terminology below accurately and appropriately in discussing their writing and reading.
	Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading

Word	Sentence	Text	Punctuation	Terminology for pupils
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *(e.g. find out- discover, ask for- request, go in- enter)* How words are related by meaning as synonyms and antonyms *(e.g. big, large, little)*	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. *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 (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive forms** such as *If I were* or *Were they to come* in some very formal writing and speech)	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast,* or *as a consequence*), and **ellipsis** Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list. **Punctuation** 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*)	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points