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| **Year One** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **Punctuation** | **Terminology for pupils** |
|  | Regular **plural noun suffixes –s** or **–es** (e.g. *dog, dogs; wish, wishes*).  **Suffixes** that can be added to verbs (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.  How *and* can join **words** and join **sentences.** | Sequencing **sentences** to form short narratives. | Separation of **words** with finger spaces.  Introduction to the use of **capital letters, full stops, question 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 Two** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **Punctuation** | **Terminology for pupils** |
|  | Formation of **nouns** using **suffixes** such as ***–ness*** *(happiness, weakness, nervousness)* ***-er*** *(farmer, gardener, biker* and by compounding (*whiteboard, superman).*  Formation of **adjectives** using **suffixes** such as ***–ful*** *(useful, wonderful, handful)* ***–less*** *(endless, useless, helpless).*  Use of the **suffixes –*er*** and ***–est***to form comparisons of **adjectives** (e.g. strong, stronger, strongest) and the use of **–ly** to turn **adjectives** into **adverbs** | **Subordination** (using *when, if, that,* or*because)* and **co-ordination***(*using *or, and,* or *but).*  Expanded **noun phrases** for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon).*  **Sentences** with different forms: statement, question, exclamation, command. | The consistent use of **present tense** versus **past tense** throughout texts.  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).* | Consolidate use of **capital letters, full stops,** **question and exclamation marks** to demarcate **sentences.**  Introduce **Commas** to separate items in a list.  Introduction to **speech marks** to punctuate direct speech.  Introduction to **apostrophes** to mark contracted forms in spelling and to mark singular possession in nouns (e.g. the girl’s name). | Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma, speech marks |

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| **Year Three** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **Punctuation** | **Terminology for pupils** |
|  | Formation of **nouns** using a range of **prefixes**, such as ***super-****,* ***anti-****,* ***auto-***  Use of **determiners *a***or ***an*** according to whether the next word begins with a **consonant** or **vowel** (e.g. **a** rock, **an** open box).  **Word families** based on common words, showing how words are related in forma and meaning (*e.g. solve, solution, solver, dissolve, insoluble)* | Expressing time and cause using **conjunctions** (e.g. *when, before, after, while, because*), **conjunctive** **adverbs** (e.g. *then, next, soon, so),* or **prepositions** (e.g. *before, after, during, in, because of)* | Introduction to paragraphs as a way to group related material  Headings and subheadings 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).* | Consolidate use of **capital letters, full stops,** **question and exclamation marks** to demarcate **sentences.**  Consolidate use of **commas** to separate items in a list and use of **speech marks** to punctuate direct speech.  Consolidate **apostrophes** to mark contracted forms in spelling and to mark **singular** possession in nouns (e.g. the girl’s name).  Introduce use of **ellipsis** to show continuation within writing. | Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, speech marks, ellipsis. |

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| **Year Four** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **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** (the use of an **adverbial** to begin a sentence. This tells the reader where, when, why or how 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 | Consolidate use of **ellipsis** to show continuation within writing.  Consolidate use of **apostrophes** to mark **singular** possession.  Introduce use of **apostrophes** to mark **plural** possession (e.g. *Michael’s pen, the boys’ boots*).  Introduce use of **commas** after **fronted** **adverbials** (e.g*. Later that day, I heard the bad news*). | Determiner, pronoun, possessive pronoun, adverbial |

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| **Year Five** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **Punctuation** | **Terminology for pupils** |
|  | Converting **nouns** or **adjectives** into **verbs** using **suffixes** e.g. ***–ate*** *(affectionate, pollenate, captivate),* ***-ise*** *(idolise, glamorise, advertise),*  ***-ify*** *(classify, glorify, purify*).  **Verb prefixes** e.g. ***dis-*** *(disable, disappear, dislike),* ***mis-*** *(mischievous, misbehave, miscalculate),* ***over-*** (*overact,* *overdo, overpay) and* ***re-*** *(redo, reapply, retest).* | **Relative clauses** beginning with *who, which, where, when*, *whose, that* (e.g. *That’s the* ***boy who*** *lives near school,* ***Tom broke the game****,* ***which*** *annoyed Ali) or an omitted* ***relative pronoun.***    Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. *perhaps, maybe, surely, certainly, definitely*). | 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*) or tense choices (e.g. *he had seen her before).* | Consolidate use of **apostrophes** to mark **singular** and **plural** possession (e.g. *Michael’s pen, the boys’ boots*).  Consolidate use of **commas** after **fronted** **adverbials** (e.g*. Later that day, I heard the bad news*).  Introduce the use of **brackets, dashes or commas** to indicate **parenthesis** (to add additional thoughts or information to the sentence).  Introduce use of **commas** to clarify meaning or avoid ambiguity. | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. |

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| **Year Six** | **Word Structure** | **Sentence**  **Structure** | **Text Structure** | **Punctuation** | **Terminology for pupils** |
|  | The difference between vocabulary typical of informal speech and writing (e.g. ***said*** versus ***reported****,* ***alleged***or ***claimed***in formal speech or writing).  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 green house* versus *The window in the greenhouse was broken).*  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags *He's your friend, isn't he?* Or the use of **subjunctive** forms 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:** semantic **cohesion** (e.g. 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. | Consolidate the use of **brackets, dashes or commas** to indicate **parenthesis** (to add additional thoughts or information to the sentence).  Consolidate the use of **commas** to clarify meaning or avoid ambiguity.  Introduce 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 and semi-colons within lists.  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. |