

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Joining words and joining clauses using and	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Capital letters for names and for the personal pronoun I	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Determiner, pronoun, possessive pronoun adverbial
Formation of adjectives using suffixes such as –ful, –less	Sentences with different grammatical patterns indicating its function as a statement, question, exclamation or command	Headings and sub-headings to aid presentation	Commas to separate items in a list	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Use of the suffixes –er, –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs	Expressing time, place and cause using conjunctions eg,when, before, after, while, adverbs eg then, next, or prepositions eg before, after, during, in, because	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes [for example super-, anti-, auto-]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	KEY to YEAR GROUP
Use of determiners a or an according to whether the next word begins with a consonant or a vowel eg a rock, an apple	Fronted adverbials [for example, Later that day, I heard the bad news.]	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	YEAR 1
Word families based on common words, showing how words are related in form and meaning	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Devices to build cohesion within a paragraph eg then, after that, this, firstly	Apostrophes to mark plural possession eg the girl's name, the girls' names	Year 2
The grammatical difference between plural and possessive –s	Indicating degrees of possibility using adverbs eg perhaps, surely or modal verbs eg might, should, will, must	Linking ideas across paragraphs using adverbials of time, place or number, or tense choices eg he had seen her before	Use of commas after fronted adverbials	Year 3
Standard English forms for verb inflections instead of local spoken forms eg we were instead of we was	Use of the passive to affect the presentation of information in a sentence	Linking ideas across paragraphs using a wider range of cohesive devices	Brackets, dashes or commas to indicate parenthesis	Year 4
Converting nouns or adjectives into verbs using suffixes eg –ate; –ise; –ify	The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg questions tags or the use of subjunctive forms in some very formal writing	Layout devices eg headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	Year 5
Verb prefixes eg dis-, de-, mis-, over- and re-			Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Year 6
The difference between vocabulary of informal and formal speech			Use of the colon to introduce a list and use of semi-colons within lists	
How words are related by meaning as synonyms and antonyms			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity	

