

## Year 1:

- 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
- 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, for example, unkind, or undoing: untie the boat]
- Plural noun suffixes:
- Joining words and joining clauses using and
- 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

## Year 2:

- Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
- Formation of adjectives using suffixes such as –ful, –less
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
- Formation of nouns through compounding: Creation of creatures and characters using compound names e.g. Skillywiggler, supermouse, herodog.
- Subordination (using when, if, that, because) and co-ordination (using or, and, 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
- Subordination: book reviews and recommendations I like this book/film/game because... Simple explanation texts when it rains...because of this... if you want your car to...
- Noun phrases: narrative character descriptions the big bear...a black dog...the bird with golden feathers...
- 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]
- Past and present tense: Diary writing (past and present) today was...this is making me feel...
- Progressive form: sports reports the player is/was running down the line
- 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, the girl's name]

### **Year Three:**

- Formation of nouns using a range of prefixes [for example super–, anti–, auto–]
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Paragraphs: Reports: paragraphs for each section of the report with the use of headings and sub-headings.
- Headings and sub-headings: reports (see above), instructions
- Present perfect
- Introduction to inverted commas to punctuate direct speech

### **Year Four**

- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms [for example, 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 [for example, 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 [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
- Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
- Use of commas after fronted adverbials

### **Year Five:**

- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]

- Creating verbs using suffixes: Scientific, explanatory, persuasive and procedural writing: insects pollinate...this product will beautify...scientists purify the solution by... some doctors specialise in...
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- 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]
- Past perfect
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

## Year Six

- 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]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Use of the passive to affect the presentation of information in a sentence [for example, 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 [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Subjunctive form: Dreams and aspirations: if I were... (conditional clause) Hypothetical and speculative statements.
- 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 consequence], and ellipsis
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
- Layout devices: Non-narrative writing organised with a range of layout devices.
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- 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]