



English - Vocabulary, Grammar & Punctuation

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|---|
| | Use 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 | Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman | Form nouns using a range of prefixes e.g. super-, anti-, auto- | Understands the grammatical difference between plural and possessive -s | Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify | Understand 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 |
| | Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper | Form adjectives using suffixes such as -ful, -less | Use 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 | Use 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 | Understand verb prefixes e.g. dis-, de-, mis-, over- and re- | Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little |
| | Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat | Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest | Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble | Use 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 | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | Use the passive 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) |
| Combine words to makes simple sentences. | Understand how words can combine to make sentences | Use subordination (using when, if, that, because) and co-ordination (using or, and, but) | Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, | Use fronted adverbials e.g. Later that day, I heard the bad news. | Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, | Understand the difference between structures typical of informal speech and structures |



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| | | | adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of | | will, must | 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 such as 'If I were' or 'Were they to come' in some very formal writing and speech |
| | Use joining words and join clauses using and | Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon | Begin to use paragraphs as a way to group related material | Use paragraphs to organise ideas around a theme | Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly | Link 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 |
| | Sequence sentences to form short narratives | Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Use headings and sub-headings to aid presentation | Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Link 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 | Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text |



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| Use finger spaces between words. | Separate words with spaces | Make the correct choice and make consistent use of present tense and past tense throughout writing | Use 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 | Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down! | Use brackets, dashes or commas to indicate parenthesis | Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up |
| Begin to understand that sentences begin with a capital letter and end with a full stop. | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing | Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting | Begin to use inverted commas to punctuate direct speech | Use apostrophes to mark plural possession e.g. the girl's name, the girls' names | Use commas to clarify meaning or avoid ambiguity | Use the colon to introduce a list and use of semi-colons within lists |
| Use capital letters for names. | Use a capital letter for names of people, places, the days of the week, and the personal pronoun I | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing | Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks'). | Use commas after fronted adverbials | Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity | Use bullet points to list information |



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| | Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark | Use commas to separate items in a list | | Understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial | | Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover |
| | | Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name | | | | Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points |
| | | Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma | | | | |