Grammar Appendix

	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
Y1	Regular plural noun suffixes –s or –es (*dogs, wishes*); suffixes that can be added to verbs where no change is needed in the root word (*helping, helped, helper*); how the prefix *un-* changes the meaning of verbs and adjectives	How words can combine to make sentences Joining words and joining sentences using *and*	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks, exclamation marks to demarcate sentences Capital letters for names, and personal pronoun *I*	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Y2	Formation of nouns using suffixes such as –*ness, -er,* and by compounding Formation of adjectives using suffixes such as –*ful, -less* Use of suffixes –*er* and –*est* on adjectives and –*ly* to form adverbs	Subordination (using *when, if, that, because*) and coordination (using *or, and, but*) Expanded noun phrases for description and specification (e.g. *a blue butterfly, plain flour, the man in the moon*) Sentences with different forms: statement, question, exclamation, command	Correct choice and consistent use of past and present tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (*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 contracted forms in spelling	Verb, tense (past, present), adjective, noun, noun phrase, suffix, apostrophe, comma, compound words, statement, question, exclamation, command
Y3	Formation of nouns using a range of prefixes, such as *super-, auto-, anti-* Use of the determiners *a/an* according to whether a word begins with a vowel (e.g. *a rock, an open box*) Word families based on common words	Expressing time and cause using conjunctions (e.g. *when, so, before, after, while, 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 subheadings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. *I have written it down so we can check what it says.*)	Introduction to inverted commas to punctuate direct speech	Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

Grammar Appendix

Y4	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*	Expanding noun phrases with adjectives, nouns and preposition phrases. 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 across sentences to aid cohesion and avoid repetition.	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. *the girl's name, the boys' boots*) Use of commas after fronted adverbials	Determiner, pronoun, possessive pronoun, adverbial
Y5	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, when, that, whose* or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*)	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	Brackets, dashes or commas to indicate parenthesis Use of the comma to clarify meaning or avoid ambiguity	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity
Y6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal writing (e.g. *said* versus *reported, alleged* or *claimed*)	Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated inform-ation concisely The difference between structures typical of speech (e.g. question tags: *He's your friend, isn't he?*) and those appropriate for formal writing (e.g. the use of the subjunctive forms such as *If I were* in some very formal writing or speech)	Linking ideas across para-graphs using a wider range of cohesive devices, e.g. repetition of a word or a 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, subheadings, 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 lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*)	Subject, object, hyphen colon, semi-colon, bullet points, synonym, antonym, ellipsis