| Year | Word | Sentence | Text | Punctuation | Terminology for pupils |
|---|---|---|---|---|---|
| **EYFS** | See EYFS Curriculum Overview | | | | |
| **1** | 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<br><br>**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)<br><br>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**<br><br>Joining **words** and joining **clauses** using *and* | Sequencing **sentences** to form short narratives | Separation of **words** with spaces<br><br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**<br><br>Capital letters for names and for the personal **pronoun** *I* | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |

| 2 | Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding (e.g. *whiteboard, superman*) <br><br> Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found in the year 2 spelling appendix.) <br><br> Use of the **suffixes** –*er*, –*est* in **adjectives** and –ly to turn adjectives into **adverbs** | **Subordination** (using *when*, *if*, *that*, *because)* and **co- ordination** (using *or*, *and*, *but*) <br><br> Expanded **noun phrases** for description and specification (e.g. *the blue butterfly*, *plain flour*, *the man in the moon*) <br><br> **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command | Correct choice and consistent use of **present tense** and **past tense** throughout writing <br><br> 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*) | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** <br><br> Commas to separate items in a list <br><br> **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns *(for example, the girl's name)* | noun, noun phrase, <span style="color:red">expanded noun phrase</span>, statement, question, exclamation, command, <span style="color:red">main clause, subordinating conjunction, co-ordinating conjunction</span>, compound, adjective, verb, adverb suffix, tense (past, present), <span style="color:red">progressive form of verbs</span>, apostrophe, comma |

| | | | | |
|---|---|---|---|---|
| **3** | Formation of **nouns** using a range of **prefixes**, such as *super–*, *anti–*, *auto–*<br><br>Use of 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*)<br><br>**Word families** based on common **words**, showing how words are related in form and meaning (e.g. *solve, solution, solver, dissolve, insoluble*) | Expressing time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, 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<br><br>Headings and sub-headings to aid presentation<br><br>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*) | Introduction to inverted commas to **punctuate** direct speech | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'), <span style="color:red">present perfect</span> |

| 4 | The grammatical difference between **plural** and **possessive** -s<br><br>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*)<br><br>**Fronted adverbials**<br><br>(e.g. *Later that day, I heard the bad news.*) | Use of paragraphs to organise ideas around a theme<br><br>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 e.g. a comma after the reporting clause; end punctuation within inverted commas *(e.g. The conductor shouted, "Sit down!")*<br><br>**Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name*, *the girls' names*)<br><br>Use of commas after **fronted adverbials** | Determiner, pronoun, possessive pronoun, adverbial |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **5** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; – ify)<br><br>**Verb prefixes** (e.g. dis–, de–, mis–, over– and re–) | **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun<br><br>Indicating degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must) | Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly)<br><br>Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity | modal verb, relative pronoun, relative clause  parenthesis, bracket, dash, cohesion, ambiguity |

| 6 | 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*)<br><br>How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*). | Use of 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]*).<br><br>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *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) | Linking 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**<br><br>Layout devices, such as headings, sub-headings, 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*)<br><br>Use of the colon to introduce a list and use of semi-colons within lists<br><br>**Punctuation** of bullet points to list information<br><br>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 |