



	Grammatical terms and word classes	Punctuation	Tenses	Word level	Sentence level	Text level	Standard English
YR	<p><b>letter:</b> a symbol of the alphabet, a character which represents a sound in speech formation of a lower case letter</p> <p><b>noun:</b> general names for people, animals, places, things or ideas proper noun: specific names for people, places or things and always start with a capital letter</p> <p><b>sentence:</b> a complete thought containing a subject and a predicate (noun and a verb)</p> <p><b>punctuation:</b> the marks used</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops to demarcate sentences</p> <p><b>Aa capital letter:</b> the upper case</p> <ul style="list-style-type: none"><li>• <b>Full stops</b> are used at the end of a sentence</li></ul>			<p>How words can combine to make simple sentences</p> <p>Sentences can be over one line</p> <p>Writing from left to right</p>	<p>Orally rehearse sequence stories</p> <p>Picture sequence stories</p> <p>Speaking about real events</p>	<p>Learning to speak audibly and fluently with an increasing command of Standard English</p>



	in writing to clarify meaning						
<b>Y1</b>	<p><b>letter:</b> a symbol of the alphabet, a character which represents a sound in speech formation of a lower case letter</p> <p><b>noun:</b> general names for people, animals, places, things or ideas proper noun: specific names for people, places or things and always start with a capital letter</p> <p><b>pronoun:</b> a word that takes the place of a noun, often to avoid repetition</p> <p><b>singular:</b> just one person or item</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Aa capital letter:</b> the upper case</p> <ul style="list-style-type: none"> <li>● <b>Full stops</b> are used at the end of a sentence</li> </ul> <p><b>? Question marks</b> show someone has asked a question</p>		<p>Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes that can be added to verbs where no change is needed</b> in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <b>and</b></p>	<p>Sequencing sentences to form short narratives</p>	<p>From <b>Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>



<p><b>plural:</b> more than one person or item</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word to change the meaning</p> <p><b>suffix:</b> a letter or group of letters that is added to the end of a root word to change the meaning</p> <p><b>adjective:</b> describes the noun or pronoun</p> <p><b>sentence:</b> a complete thought containing a subject and a predicate (noun and a verb)</p> <p><b>punctuation:</b> the marks used in writing to clarify meaning</p>	<p><b>! Exclamation marks</b> show when something is surprising or said with emphasis or to mark the end of an exclamation sentence.</p> <p>Capital letters for names and for the <b>personal pronoun I</b></p>					
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<p><b>Y2</b></p>	<p><b>noun:</b> general names for people, animals, places, things or ideas <b>proper noun:</b> specific names for people, places or things and always start with a capital letter <b>pronoun:</b> a word that takes the place of a noun, often to avoid repetition <b>noun phrase:</b> a group of words that do the job of one noun <b>compound:</b> made up of two or more elements <b>prefix:</b> a letter or group of letters that is added to the beginning of a root word to change the meaning</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Aa capital letters</b> are used at the beginning of a sentence and for proper nouns</p> <p><b>! Exclamation marks</b> show when something is surprising or said with force or to mark the end of an exclamation sentence</p> <p>● <b>Full stops</b> are used at the end of a sentence</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p><b>Past tense:</b> for actions that were completed in the past. Usually uses verbs with the 'ed' suffix</p> <p><b>Present:</b> For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true.</p> <p><b>Present progressive:</b> for actions that are</p>	<p>Formation of <b>nouns using suffixes</b> such as –ness, –er (e.g. happiness, happier) <b>Compounding nouns</b> to make new nouns [for example, whiteboard, superman]</p> <p><b>Formation of adjectives</b> using suffixes such as –ful, –less</p> <p>Use of the <b>suffixes –er, –est in adjectives</b></p> <p>Use of <b>–ly</b> in Standard English to turn <b>adjectives into adverbs</b></p> <p><b>Homophones/ homonyms</b></p>	<p><b>Subordination</b> (using when, if, that, because) and coordination (using or, and, but)</p> <p><b>Subordination</b> to add a clause which is of lesser importance to the meaning of a sentence than the main clause.</p> <p><b>Expanded noun phrases</b> for description and specification</p> <p><b>An expanded noun phrase</b> is a simple noun phrase (e.g. the girl) expanded with</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p>	<p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>• done/did</li> <li>• was/were</li> <li>• double negative</li> <li>• speaking in full sentences</li> </ul> <p>From <b>Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>
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<p><b>suffix:</b> a letter or group of letters that is added to the end of a root word to change the meaning</p> <p><b>adjective:</b> describes the noun or pronoun</p> <p><b>adverb:</b> adverbs describe how, when or where something happened</p> <p><b>contractions:</b> where two words are brought together and shortened to make one word</p> <p><b>homophone:</b> two or more words with the same pronunciation but different meaning, origins or spelling</p> <p><b>homonym:</b> two or more words with the same</p>	<p><b>? Question marks</b> show someone has asked a question</p> <p><b>Commas</b> are used to separate items in a list or related adjectives.</p> <p><b>Apostrophes</b> are used to show missing letters (omission) or singular possession.</p>	<p>ongoing now Uses the PRESENT form of 'to be' and the PRESENT form of the main verb ('ing' ending) e.g. He is walking down the road</p> <p><b>Past progressive:</b> for actions that took place in the past over time Usually uses the PAST form of 'to be' and the PRESENT form of the main verb ('ing' ending) e.g. He was walking down the road..</p>	<p><b>Synonyms and antonyms:</b> Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p>	<p>at least one adjective.</p> <p>Recognising and forming a <b>statement, question, exclamation or command</b></p> <p><b>Statement:</b> a sentence that tells you something</p> <p><b>Question:</b> a sentence that asks you something</p> <p><b>Exclamation:</b> a sentence that expresses surprise or excitement (An exclamation sentence always begins with what or how; an</p>		
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	<p>spelling but different origins, meaning or pronunciation</p> <p><b>conjunction:</b> a word used to connect clauses in a sentence or to coordinate words in the same clause.</p>				<p>exclamation mark can also be used to add emphasis)*</p> <p><b>Command:</b> a sentence that tells you to do something</p>		
<b>Y3</b>	<p><b>preposition:</b> a word that tells you where or when something is/was compared to something else.</p> <p><b>conjunction:</b> a word used to connect clauses in a sentence or to coordinate words in the same clause.</p> <p><b>prefix:</b> a letter or group of letters that is added to the beginning of a root word (to</p>	<p>Introduction to <b>inverted commas</b> to punctuate direct speech</p> <p>“ ”</p> <p><b>Inverted commas</b> are used to show the words that have been spoken in a text.</p> <p><b>Direct speech</b> is written text that reports speech or thought in its original form.</p>	<p>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]</p> <p><b>Present perfect:</b> for actions that started in the past and are still true. Usually uses the PRESENT form of ‘to have’ and the PAST form of the</p>	<p>Formation of <b>nouns using a range of prefixes</b> [for example super-, anti-, auto-]</p> <p>Use of the <b>forms a or an</b> according to whether the next word begins with a consonant or a vowel</p> <p><b>Word families</b> based on common words or roots (for example, solve, solution, solver)</p>	<p>Expressing time, place and cause using <b>conjunctions</b></p> <p>Expressing time, place and cause using <b>adverbs</b></p> <p>Expressing time, place and cause using <b>prepositions</b></p>	<p><b>Headings and subheadings</b> to aid presentation</p> <p>Introduction to <b>paragraphs</b> as a way to group related material</p>	<p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>• have/of</li> <li>• them/those</li> <li>• good/well</li> <li>• speaking in full sentences</li> </ul> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>



<p>change the meaning) <b>suffix:</b> a letter or group of letters that is added to the end of a root word (to change the meaning) <b>word family:</b> groups of words with a common feature, pattern or meaning. <b>clause:</b> a part of a sentence that contains a subject and a predicate (noun and a verb). <b>subordinate clause:</b> a clause that cannot stand alone as a complete sentence (is dependent on the main clause). <b>consonant:</b> a speech sound that is not a</p>		<p>main verb ('ed' ending)</p>	<p><b>Homophones/ homonyms</b></p> <p><b>Synonyms and antonyms:</b> Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p>			
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	<p>vowel and is made with your teeth, tongue or lips.</p> <p><b>consonant letter:</b> a letter of the alphabet other than a/e/i/o/u and sometimes y.</p> <p><b>vowel:</b> a speech sound that is not a consonant and is made when the air flows freely through the mouth.</p> <p><b>vowel letter:</b> a letter of the alphabet that makes a vowel.</p>						
<b>Y4</b>	<p><b>Determiners</b> come before nouns and make clear what the noun refers to E.g. an, a, the, some, five, most The man took</p>	<p><b>Direct speech including inverted commas</b> and other associated punctuation</p> <p>“”</p>	<p>Revision of present perfect Revision of present and past progressive tenses</p>	<p><b>Plural and possessive -s</b></p> <p><b>Homophones/ homonyms</b></p> <p><b>Synonyms and antonyms:</b> Two words are</p>	<p><b>Fronted adverbials</b></p> <p><b>Expanded noun phrases</b></p>	<p>Choice of noun or pronoun to aid <b>cohesion</b></p> <p><b>Direct speech</b></p>	<p>Standard form for <b>verb inflections</b></p> <p>Common misconceptions:</p> <ul style="list-style-type: none"><li>• I/me</li><li>• really/well</li><li>• really/very</li></ul>





<p>ten eggs and put them in a bag.</p> <p><b>Pronouns</b> replace nouns or noun phrases E.g. I, he, it, they, we, us We bought a new puppy then took it home.</p> <p><b>Possessive pronouns</b> include my, mine, our, ours, its, his, her, hers, their, theirs, your and yours. These are all words that demonstrate ownership.</p> <p><b>Adverbials</b> are words or phrases that add more information to a sentence. They can explain how, when, where or</p>	<p>’ <b>Apostrophes to mark plural possession</b></p> <p>’ <b>Commas after fronted adverbials</b></p>		<p>synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p>		<p><b>Paragraphs</b> to organise ideas</p>	<p>• speaking in full sentences</p> <p><b>From Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>
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	<p>how often something happens. Eg We met by the train station. We danced all night long. He waited under the clock.</p> <p><b>Verb inflections:</b> Verbs have inflections of tense , person and number and mood. Standard English form may differ to local spoken inflections, for example, we were instead of we was, or I did instead of I done]</p>						
<b>Y5</b>	<p><b>Modal verbs</b> come before another verb and tell us how possible / likely something is e.g:</p>	<p><b>Dashes, brackets or commas to indicate parenthesis</b></p>	<p>Revision of tenses</p>	<p><b>Converting nouns or adjectives into verbs through use of suffixes</b> [for example, –ate; –ise; –ify]</p>	<p><b>Relative Clauses</b> beginning with who, which, where, when, whose, that, or</p>	<p><b>Cohesion within paragraphs</b> (Devices to build cohesion within a</p>	<p><b>Formal letter writing techniques</b> including forms of address and difference</p>



<p>He could go home but he must finish this first.</p> <p><b>Relative clauses</b> add information to sentences by using a <b>relative pronoun</b> such as who, that or which. For example, ‘She lives in Worcester which is a cathedral city’ or ‘That’s the girl who lives near the school’.</p> <p><b>Parenthesis</b> is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is</p>	<p>– ( ) , ,</p>		<p><b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</p> <p><b>Synonyms and antonyms:</b> Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.</p>	<p>an omitted relative pronoun</p> <p><b>Modal verbs or verbs of possibility</b></p>	<p>paragraph [for example, then, after that, this, firstly)</p> <p><b>Link ideas across paragraphs</b> using adverbs of time, place, number</p>	<p>between <b>standard English and ‘slang’ terms</b></p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> <li>• relative pronouns e.g. which/that/what</li> <li>• speaking in full sentences</li> </ul> <p>From <b>Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English</p>
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	removed, the sentence still makes sense on its own. For example, "I met James (my oldest brother) at the cinema.						
Y6	<p>The <b>subject</b> of a sentence is the person, place, thing, or idea that is doing or being something. You can find the subject of a sentence if you can find the verb.</p> <p>The <b>object</b> of a sentence is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.</p>	<p>A <b>semicolon</b> is used to join together two main related clauses. It indicates a pause which is more pronounced than a comma but less final than a full stop.</p> <p>• ;</p> <p>A <b>colon</b> is used to introduce a list or to separate two independent but linked clauses.</p> <p>• •</p> <p>A <b>dash</b> is a versatile punctuation mark</p>	Revision of tenses	<b>Synonyms and antonyms:</b> Two words are synonyms if they have the same meaning, or similar meanings. Two words are antonyms if their meanings are opposites.	<b>Passive and active forms</b>  <b>Subjunctive forms</b>	<b>Linking ideas across paragraphs</b> (repetition, adverbials, ellipsis)  <b>Layout devices</b> (headings, subheadings, columns, bullets, tables)	<b>Formal and informal speech</b>  From <b>Spoken English Curriculum:</b> speak audibly and fluently with an increasing command of Standard English



<p><b>Passive and active voice:</b> In a sentence written in the active form, the subject usually precedes the object e.g. The boy (subject) broke (active past tense verb) the window (object).</p> <p>A sentence is written in <b>passive form</b> when the subject of the sentence has an action done to it by someone or something else. e.g. The window was broken by the boy. In this sentence, the subject (the boy) comes after the object (the window) and the</p>	<p>that can be used within a sentence (instead of brackets) to show parenthesis. A dash mustn't be confused with a hyphen, which is used to combine words together.</p> <p>—</p> <p>A <b>hyphen</b> is used to combine or join words to avoid ambiguity (e.g. twenty two-pound coins or twenty-two pound coins).</p> <p>—</p> <p><b>Bullet points</b> are symbols used to introduce items in a list.</p>					
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<p>past participle of the verb (broken) was used with a preposition (by).</p> <p>The <b>subjunctive</b> mood is the verb form used to explore a hypothetical situation (e.g., If I were you) or to express a wish, a demand, or a suggestion (e.g., I demand he be present).</p>						
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