Vocabulary, Grammar and Punctuation

Curriculum 14

https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Word Structure

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*]

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 (A fuller list of **suffixes** can be found in the spelling appendix.)

Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

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*]

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

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*)

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]

Verb prefixes (e.g. dis–, de–, mis–, over– and re–)

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*].

Sentence Structure

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using and

Subordination (using when, if, that, or because) and **co-ordination** (using or, and, or 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

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*]

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.*]

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*]

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

Text Structure

Sequencing **sentences** to form short narratives

Correct choice and consistent use of **present tense** and **past tense** throughout writing

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*]

Introduction to paragraphs as a way to group related material

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*]

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

Devices to build **cohesion** within a paragraph (e.g. 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

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, such as headings, sub-headings, columns, bullets, or tables, to

Punctuation

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

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*]

Introduction to inverted commas to **punctuate** direct speech

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**

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

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*]

Terminology for Pupils

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

determiner, pronoun, possessive pronoun, adverbial

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

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Statutory Programmes of Study and Attainment Targets

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