Progression in Grammar
About this resource...

This document is intended to help teachers identify the requirements for vocabulary, grammar and punctuation by year group. The document identifies what should be taught in each year group by linking the programme of study for 'Writing – vocabulary, grammar and punctuation' to English Appendix 2. Skills progression from years 1 to 6 is clearly presented in the document along with a set of minimum requirements for each group.

The organisation of the resource...

The document is divided into three parts. The first is an overview of English Appendix 2 presented in a tabulated form. This enables teachers to see the skills for vocabulary, grammar and punctuation as a progression of skills from year 1 to year 6.

The second part of the document combines the specific elements of English Appendix 2 for each year group and the Programme of study for 'Writing – vocabulary, grammar and punctuation'. This is particularly useful for teachers in years 3 and 4 and 5 and 6 where the programme of study spans two year groups. To help teachers we have identified the relevant objectives for each group from the programmes of study for 'Writing – vocabulary, grammar and punctuation'.

The final part of the document presents the key skills for children by year group. This is useful for setting minimum expectations for written work in each year of the school.

Rachel Clarke and Charlotte Reed
Primary English Education Consultancy Limited
January 2014.
### Progression in Grammar and Punctuation

#### English Appendix 2: Vocabulary, Grammar and Punctuation

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Text</th>
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<th>Terminology for pupils</th>
</tr>
</thead>
</table>
| 1. Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)  
**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, e.g. unkind, or undoing, e.g. untie the boat) | How **words** can combine to make **sentences**  
Joining **words** and joining **clauses** using **and** | Sequencing **sentences** to form short narratives | Separation of **words** with spaces  
Introduction to capital letters, full stops, question makes to demarcate **sentences**  
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 [for example, whiteboard, superman]  
Formation of **adjectives** using **suffixes** such as –ful, -less (A fuller list of **suffixes** can be found in English Appendix 1)  
Use the **suffixes** –er, est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs** | **Subordination** (using when, if, that or because) and **coordination** (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** | Correct choice and consistent use of **present tense** and **past tense** throughout writing.  
Use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, 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 where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] | **noun**, **noun phrase**  
statement, questions  
exclamation, command  
compound, adjective, verb  
suffix  
adverb  
tense (past, present)  
apostrophe  
comma |
| 3 | Formation of **nouns** using a range of **prefixes**, such as *super-*, *anti-*, *auto-*  
  
  Use of **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. *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*] | Expressing time, place and cause using **conjunctions** (for example, *when*, *so*, *before*, *after*, *while*, *because*)  
  
  **Adverbs** [for example, *then*, *next*, *soon*, *therefore*] or **prepositions** (for example, *before*, *after*, *during*, *in because of*) | **Introduction to paragraphs** as a way to group related material  
  
  **Headings and sub-headings** to aid presentation  
  
  **Use of the perfect form** of **verbs** instead of the simple past [for example, *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') |
|---|---|---|---|
| 4 | The grammatical difference between **plural** and **possessive** *–s*  
  
  Standard English forms for **verb inflections** instead of local spoken forms (*we were* instead of *we was*, *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*)  
  
  **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 and other punctuation** to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: *The conductor shouted, “Sit down!”*]  
  
  **Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ name*]  
  
  The use of commas after **fronted adverbials** | **Determiner pronoun, possessive pronoun adverbial** |
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>Converting nouns</strong> or <strong>adjectives into verbs</strong> using <strong>suffixes</strong> [for example –<em>ate</em>; –<em>ise</em>; –<em>ify</em>] <strong>Verb prefixes</strong> [for example <em>dis-, de-, mis-, over-, and re-]</em>&lt;br&gt;&lt;br&gt;<strong>Relative clauses</strong> beginning with <em>who, which, where, why, whose, that,</em> or an omitted relative pronoun&lt;br&gt;&lt;br&gt;Indicating degrees of possibility using <strong>adverbs</strong> [for example, <em>perhaps, surely</em>] or <strong>modal verbs</strong> [for example, <em>might, should, will, must</em>]&lt;br&gt;&lt;br&gt;<strong>Devices to build cohesion</strong> within a paragraph [for example, <em>then, after that, this, firstly</em>]&lt;br&gt;&lt;br&gt;Linking ideas across paragraphs using <strong>adverbials of time</strong> [for example, <em>later,</em> place [for example, <em>nearby</em>] and number [for example, <em>secondly</em>] or tense choices [for example, <em>he had seen her before</em>]&lt;br&gt;&lt;br&gt;<strong>Brackets, dashes or commas</strong> to indicate parenthesis&lt;br&gt;&lt;br&gt;Use of commas to clarify meaning or avoid ambiguity&lt;br&gt;&lt;br&gt;<strong>modal verb, relative pronoun</strong>&lt;br&gt;&lt;br&gt;<strong>Relative clause</strong>&lt;br&gt;&lt;br&gt;<strong>Parenthesis, bracket, dash</strong>&lt;br&gt;&lt;br&gt;<strong>Cohesion, ambiguity</strong>&lt;br&gt;&lt;br&gt;<strong>Devices to build cohesion</strong>&lt;br&gt;&lt;br&gt;<strong>Relative clauses</strong>&lt;br&gt;&lt;br&gt;<strong>Bracket, dash</strong>&lt;br&gt;&lt;br&gt;<strong>Cohesion, ambiguity</strong>&lt;br&gt;&lt;br&gt;<strong>Relative pronoun</strong>&lt;br&gt;&lt;br&gt;<strong>Parenthesis, bracket, dash</strong>&lt;br&gt;&lt;br&gt;<strong>Cohesion, ambiguity</strong>&lt;br&gt;&lt;br&gt;<strong>Verb prefixes</strong>&lt;br&gt;&lt;br&gt;<strong>Relative clauses</strong>&lt;br&gt;&lt;br&gt;<strong>Bracket, dash</strong>&lt;br&gt;&lt;br&gt;<strong>Cohesion, ambiguity</strong>&lt;br&gt;&lt;br&gt;<strong>Subject, object</strong>&lt;br&gt;&lt;br&gt;<strong>Active, passive</strong>&lt;br&gt;&lt;br&gt;<strong>Synonym, antonym</strong>&lt;br&gt;&lt;br&gt;<strong>Ellipsis</strong>&lt;br&gt;&lt;br&gt;<strong>Hyphen</strong>&lt;br&gt;&lt;br&gt;<strong>Colon</strong>&lt;br&gt;&lt;br&gt;<strong>Semi-colon</strong>&lt;br&gt;&lt;br&gt;<strong>Bullet points</strong></td>
</tr>
<tr>
<td>6</td>
<td>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <em>find out – discover; ask for – request; go in – enter</em>]&lt;br&gt;&lt;br&gt;How words are related by meaning as synonyms and antonyms [for example, <em>big, large, little</em>]&lt;br&gt;&lt;br&gt;Use of the <strong>passive voice</strong> to affect the presentation of information in a <strong>sentence</strong> [for example, <em>I broke the window in the greenhouse</em> versus <em>The window in the greenhouse was broken</em> (by me)]&lt;br&gt;&lt;br&gt;The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <em>He's your friend, isn't he?</em> Or the use of the <strong>subjunctive</strong> forms such as <em>if I were or Were they to come</em> in some very formal writing and speech]&lt;br&gt;&lt;br&gt;<strong>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</strong> [for example, <em>It's raining; I'm fed up</em>]&lt;br&gt;&lt;br&gt;Use of a colon to introduce a list&lt;br&gt;&lt;br&gt;<strong>Punctuation</strong> of bullet points to list information&lt;br&gt;&lt;br&gt;How hyphens can be used to avoid ambiguity [for example <em>man eating shark versus man-eating shark, or recover versus re-cover</em>]</td>
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</table>

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## Year 1

<table>
<thead>
<tr>
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<th>Text</th>
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<th>Terminology for pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular plural noun suffixes</strong> –s or –es (e.g. <em>dog, dogs; wish, wishes</em>)</td>
<td>How <strong>words</strong> can combine to make <strong>sentences</strong></td>
<td>Sequencing <strong>sentences</strong> to form short narratives</td>
<td>Separation of <strong>words</strong> with spaces</td>
<td>letter</td>
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<td><strong>Suffixes</strong> that can be added to <strong>verbs</strong> where no change is needed in the spelling of root words (e.g. <em>helping, helped, helper</em>)</td>
<td>Joining <strong>words</strong> and joining <strong>clauses</strong> using <strong>and</strong></td>
<td></td>
<td>Introduction to capital letters, full stops, question marks to demarcate <strong>sentences</strong></td>
<td>capital letter</td>
</tr>
<tr>
<td>How the <strong>prefix</strong> <strong>un</strong>- changes the meaning of <strong>verbs</strong> and <strong>adjectives</strong> (negation, e.g. <em>unkind, or undoing, e.g. untie the boat</em>)</td>
<td></td>
<td></td>
<td>Capital letters for names and for the personal <strong>pronoun</strong></td>
<td>word</td>
</tr>
</tbody>
</table>

### Year 1 programme of study (statutory requirements)

#### Writing – vocabulary, grammar and punctuation

Pupils should be taught to:
- Develop their understanding of the concepts set out in Appendix 2 by:
  - Leaving spaces between words
  - Joining words and joining sentences using **and**
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learning the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing

### Notes and guidance (non-statutory)

#### Writing – vocabulary, grammar and punctuation

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.
### Year 2

#### Word
- 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 English Appendix 1)
- Use the **suffixes** -er, est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs**

#### Sentence
- Subordination (using **when**, **if**, **that** or **because**) and **coordination** (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

#### Text
- Correct choice and consistent use of **present tense** and **past tense** throughout writing.
- Use the **progressive form** of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she **is** drumming, he was shouting]

#### Punctuation
- 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]

#### Terminology for pupils
- noun, noun phrase
- statement, question, exclamation, command
- compound, adjective, verb
- suffix
- adverb
- tense (past, present)
- apostrophe
- comma

### Year 2 programme of study (statutory requirements)
**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:
- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
  - Learn how to use:
    - Sentences with different forms: statements, question, exclamation, command
    - Expanded noun phrases to describe and specify, e.g. the blue butterfly
    - Subordination (using **when**, **if**, **that**, or **because**) and co-ordination (using **or**, **and**, or **but**)
    - the grammar for year 2 in English A
    - some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

### Notes and guidance (non-statutory)
**Writing – vocabulary, grammar and punctuation**

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.
<table>
<thead>
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<tbody>
<tr>
<td><strong>Formation of nouns</strong> using a range of <strong>prefixes</strong>, such as super-, anti-, auto-**</td>
<td>Expressing time, place and cause using <strong>conjunctions</strong> (for example, when, so, before, after, while, because) <strong>adverbs</strong> (for example, then, next, soon, therefore) or <strong>prepositions</strong> (for example, before, after, during, in because of)</td>
<td>Introduction to paragraphs as a way to group related material</td>
<td>Introduction to inverted commas to punctuate direct speech</td>
<td>Adverb preposition, conjunction word family, prefix word family, prefix, conjunction, subordinant clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or ‘speech marks’)</td>
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<td><strong>Use of forms a or an</strong> according to whether the next <strong>word</strong> begins with a <strong>consonant</strong> or a <strong>vowel</strong> (e.g. a rock, an open box)</td>
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<td><strong>Word families</strong> based on common <strong>words</strong>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</td>
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</tbody>
</table>

**YEAR 3 OBJECTIVES**

**Years 3-4 programme of study (statutory requirements)**

**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
  - Using the present perfect form of verbs in contrast to the past tense
  - Using conjunctions, adverbs and prepositions to express time and cause
  - Learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
  - Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

**Notes and guidance (non statutory)**

*Writing – vocabulary, grammar and punctuation*

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

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<tr>
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</thead>
<tbody>
<tr>
<td>The grammatical difference between <strong>plural</strong> and <strong>possessive</strong> –s</td>
<td>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <em>the teacher expanded to: the strict maths teacher with curly hair</em>)</td>
<td>Use of paragraphs to organise ideas around a theme</td>
<td>Use of inverted commas and other <strong>punctuation</strong> to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <em>The conductor shouted, “Sit down!”</em>]</td>
<td>Determiner pronoun, possessive pronoun adverbial</td>
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<tr>
<td>Standard English forms for <strong>verb inflections</strong> instead of local spoken forms (<em>we were</em> instead of <em>we was, I did</em> instead of <em>I done</em>)</td>
<td><strong>Fronted adverbials</strong> (e.g. <em>Later that day, I heard the bad news.</em>)</td>
<td>Appropriate choice of <strong>pronoun</strong> or <strong>noun</strong> across sentences to aid cohesion and avoid repetition</td>
<td><strong>Apostrophes</strong> to mark <strong>plural</strong> possession [for example, <em>the girl’s name, the girls’ name</em>]</td>
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</tbody>
</table>

**YEAR 4 OBJECTIVES**

**Years 3-4 programme of study (statutory requirements)**

**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - Using fronted adverbials
  - Learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials
  - Indicating possession by using the possessive apostrophe with the singular and plural nouns
  - Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

**Notes and guidance (non statutory)**

**Writing – vocabulary, grammar and punctuation**

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].
### Year 5

<table>
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<tr>
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<th>Text</th>
<th>Punctuation</th>
<th>Terminology for pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converting nouns or adjectives into verbs using suffixes</td>
<td>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</td>
<td>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</td>
<td>Brackets, dashes or commas to indicate parenthesis</td>
<td>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</td>
</tr>
<tr>
<td>Verb prefixes [for example dis-, de-, mis-, over-, and re-]</td>
<td>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</td>
<td>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</td>
<td>Use of commas to clarify meaning or avoid ambiguity</td>
<td></td>
</tr>
</tbody>
</table>

**YEAR 5 OBJECTIVES**

**Year 5-6 programme of study (statutory requirements)**

*Writing – vocabulary, grammar and punctuation*

Pupils should be taught to:
- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Using relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun
  - Learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing
  - Using brackets, dashes or commas to indicate parenthesis
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading

**Notes and guidance (non-statutory)**

*Writing – vocabulary, grammar and punctuation*

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.
<table>
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<tr>
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<tbody>
<tr>
<td>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]</td>
<td>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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]</td>
<td>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</td>
<td>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</td>
<td>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</td>
</tr>
</tbody>
</table>

### YEAR 6 OBJECTIVES

#### Year 5-6 programme of study (statutory requirements)

**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - Using passive verbs to affect the presentation of information in a sentence
  - Using expanded noun phrases to convey complicated information concisely
  - Using modal verbs or adverbs to indicate degrees of possibility
  - Learning the grammar for years 5 and 6 in English Appendix 2

- Indicate grammatical and other features by:
  - Using hyphens to avoid ambiguity
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses
  - Using a colon to introduce a list
  - Punctuating bullet points consistently

- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading

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## Quick reference of minimum expectations by year group

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 4</th>
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<tr>
<td>Regular plural noun suffixes –s or –es</td>
<td>Plural and possessive –s</td>
</tr>
<tr>
<td>Suffixes that can be added to verbs</td>
<td>Standard English forms for verb inflections instead of local spoken forms</td>
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<td>How the prefix un- changes the meaning of verbs and adjectives</td>
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<td>How words can combine to make sentences</td>
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<td>Joining words and joining sentences using and</td>
<td>Inverted commas to punctuate direct speech</td>
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<td>Separation of words with spaces</td>
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<td>Capital letters for names and for the personal pronoun</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Formation of nouns using suffixes –ness, –er</td>
<td>Converting nouns or adjectives into verbs using suffixes</td>
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<td>Use the suffixes –er and –est to form comparisons of adjectives and adverbs</td>
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<td>Subordination (when, if, that or because) and coordination (or, and, or but)</td>
<td>Indicating degrees of possibility using modal verbs or adverbs</td>
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<tr>
<td>Expanded noun phrases</td>
<td>Brackets, dashes or commas to indicate parenthesis</td>
</tr>
<tr>
<td>Statements, question, exclamation, and commands</td>
<td>Use of commas to clarify meaning or avoid ambiguity</td>
</tr>
<tr>
<td>Capital letters, full stops, question marks and exclamation marks</td>
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<tr>
<td>Commas to separate items in a list</td>
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<tr>
<td>Apostrophes to mark contracted spellings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</td>
<td>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</td>
</tr>
<tr>
<td>Use the forms a or an according to whether the next word begins with a consonant or a vowel</td>
<td>Use of the passive voice to affect the presentation of information in a sentence</td>
</tr>
<tr>
<td>Word families based on common words</td>
<td>Expanded noun phrases to convey complicated information concisely</td>
</tr>
<tr>
<td>Conjunctions (e.g. when, so, before, after, while, because)</td>
<td>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</td>
</tr>
<tr>
<td>Adverbs (e.g. then, next, soon, therefore)</td>
<td>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</td>
</tr>
<tr>
<td>Prepositions (e.g. before, after, during, in because of)</td>
<td>Use of a colon to introduce a list</td>
</tr>
<tr>
<td>The introduction of the present perfect form of verbs instead of the simple past</td>
<td>Punctuation of bullet points to list information</td>
</tr>
<tr>
<td>Introduction to inverted commas to punctuate direct speech</td>
<td>How hyphens can be used to avoid ambiguity</td>
</tr>
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</table>

Primary English Education Consultancy Limited, January 2014