

	Year 1	Year 2
Word	<ul style="list-style-type: none"> regular plural noun suffixes –s or –es e.g. dog, dogs, wish, wishes suffixes that can be added to verbs where no change in root words e.g. helping, helped, helper prefix –un changes meaning of verbs and adjectives e.g. unkind, undoing 	<ul style="list-style-type: none"> formation of nouns using suffixes such as –ness, –er and by compounding e.g. whiteboard, superman formation of adjectives using suffixes such as –ful, –less suffixes –er, –est in adjectives use of –ly to turn adjectives to adverbs
Sentence	<ul style="list-style-type: none"> how words can combine to make sentences joining words and joining clauses using and 	<ul style="list-style-type: none"> subordination (when, if, that, because) and co-ordination (or, and, but) expanded noun phrases the blue butterfly, plain flour, the man in the moon) grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	<ul style="list-style-type: none"> sequencing sentences to form short narratives 	<ul style="list-style-type: none"> correct and consistent use of present and past tense progressive form of verbs in present and past tense to mark actions in progress e.g. she is drumming, he was shouting
Punctuation	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> capital letters full stops question marks exclamation marks commas apostrophe (contraction and singular possession)
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 and present, apostrophe, comma

	Year 3	Year 4
Word	<ul style="list-style-type: none"> noun formation using range of prefixes e.g. super-, anti-, auto- use of a or an e.g. a rock, an apple word families based on common words e.g. solve, solution, solver, dissolve, insoluble 	<ul style="list-style-type: none"> grammatical differences between plural and possessive –s standard forms of verb inflections instead of local spoken forms e.g. we were instead of we was
Sentence	<ul style="list-style-type: none"> expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon, therefore) or prepositions (before, after, during) 	<ul style="list-style-type: none"> noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases fronted adverbials e.g. Later that day
Text	<ul style="list-style-type: none"> paragraphs headings and sub-headings present tense form of verbs instead of the simple past e.g. he has gone out to play, he went out to play) 	<ul style="list-style-type: none"> paragraphs pronoun or noun to avoid repetition
Punctuation	<ul style="list-style-type: none"> inverted commas 	<ul style="list-style-type: none"> inverted commas apostrophes to mark plural possession commas after fronted adverbials
Terminology for pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial

	Year 5	Year 6
Word	<ul style="list-style-type: none"> converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) verb prefixes (dis-, de-, mis-, over- and re-) 	<ul style="list-style-type: none"> difference between vocabulary typical of informal speech and vocabulary appropriate to formal speech and writing (find out—discover; ask for—request; go in—enter) synonyms and antonyms (big, large, little)
Sentence	<ul style="list-style-type: none"> relative clause beginning with who, which, where, when whose, that, or an omitted relative pronoun degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) 	<ul style="list-style-type: none"> use of the passive to affect presentation of information in a sentence [I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)] difference between structures typical of informal speech and structures appropriate for formal speech and writing subjective forms (If I were or were they to come)
Text	<ul style="list-style-type: none"> devices to build cohesion within a paragraph (then, after that, this, firstly) link paragraphs using adverbials of time (secondly), place (nearby) and number (secondly) or tense choices (he had seen her before) 	<ul style="list-style-type: none"> wider range of cohesion devices repetition of a word or phrase grammatical connections e.g. use of adverbials such as on the other hand, in contrast or as a consequence ellipsis layout devices (headings, sub-headings, columns, bullets or tables, to structure text)
Punctuation	<ul style="list-style-type: none"> brackets, dashes or commas to indicate parenthesis commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> semi-colon, colon and dash to mark boundary between independent clauses colon to introduce a list semi-colons within lists bullet points hyphens to avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points