	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular **plural noun suffixes** –s or –es (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (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*)	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* (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the **suffixes** –*er* and –*est* in **adjectives** and the use of –*ly* to turn adjectives into **adverbs**	Formation of **nouns** using a range of **prefixes**, (e.g. *super*–, *anti*–, *auto*–) 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*) **Word families** based on common **words,** showing how words are related in form and meaning (for e.g. *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 (e.g. –*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 (e.g. *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	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification (e.g. *the blue butterfly, plain*	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*)	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	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or modal verbs (e.g. *might, should, will, must*)	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**) The difference between

		flour, the man in the moon) **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command		*the bad news.*)		structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms as *If I were* or *Were they to come* in some very formal writing and speech)
Text	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 (e.g. *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 (e.g. *He has gone out to play* contrasted with *He went out to play*)	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.*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*). Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. he *had* seen her before)	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**. Layout devices, (for e.g. headings, sub-headings, columns, bullets, or tables, to structure text)
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	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	Introduction to inverted commas to **punctuate** direct speech	Use of inverted commas and other **punctuation** to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: *The conductor shouted, "Sit down!"*). **Apostrophes** to mark	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** (e.g. *It's raining; I'm fed up.*). Use of the colon to introduce a list and use of semi-colons within lists

	personal **pronoun** I	missing in spelling and to mark singular possession in nouns (e.g. *the girl's name*)		**plural** possession (e.g. *the girl's name, the girls' names*) Use of commas after **fronted adverbials**		**Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)
Terminology	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 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