



## Word Structure

	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i> )	Joining <b>words</b> and joining <b>clauses</b> using and	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or <i>undoing: untie the boat</i> ]	Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Capital letters for names and for the personal <b>pronoun I</b>	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]	How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)
Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]	Headings and sub-headings to aid presentation	Commas to separate items in a list	
Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i> ]	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i> ]	determiner, pronoun, possessive pronoun, adverbial
Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super–, anti–, auto–]	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to <b>punctuate</b> direct speech	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]	<b>Use a wide range of clause structures</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ]	
<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ]	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
The grammatical difference between <b>plural</b> and <b>possessive</b> -s	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices	Use of commas after <b>fronted adverbials</b>	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i> ]	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>	Brackets, dashes or commas to indicate parenthesis	Year 1
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to	Use of commas to clarify meaning or avoid ambiguity	Year 2
<b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i> )			Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i> ]	Year 3
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]			Use of the colon to introduce a list and use of semi-colons within lists	Year 4
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].			<b>Punctuation</b> of bullet points to list information	Year 5
			How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i> ]	Year

