



Word Structure

| | Sentence Structure | Text Structure | Punctuation | Terminology for Pupils |
|--|--|--|---|---|
| Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |
| Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i>) | Joining words and joining clauses using and | Correct choice and consistent use of present tense and past tense throughout writing | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences | |
| How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or <i>undoing: untie the boat</i>] | Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] | Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] | Capital letters for names and for the personal pronoun I | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma |
| Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] | How the grammatical patterns in a sentence 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 sentences | preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |
| Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) | Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [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 suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | 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 present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>] | Apostrophes 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 nouns using a range of prefixes [for example super–, anti–, auto–] | Fronted adverbials [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 punctuate direct speech | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] | Use a wide range of clause structures | Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] | |
| Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | Apostrophes to mark plural 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 plural and possessive -s | Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] | Linking ideas across paragraphs using adverbials 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 fronted adverbials | |
| Standard English forms for verb inflections 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 passive to affect the presentation of information in a sentence [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 cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis | Brackets, dashes or commas to indicate parenthesis | Year 1 |
| Converting nouns or adjectives into verbs using suffixes [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 subjunctive 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 |
| Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>) | | | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [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>]. | | | Punctuation 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</i> , or <i>recover</i> versus <i>re-cover</i>] | Year |

