

Vocabulary, grammar and punctuation



The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept, they should be encouraged to apply and explore this in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, teachers build on this, aiming for a smooth transition of sophisticated writing.

The table focuses on Standard English and should be read in Conjunction with the programmes of study as it sets out the statutory requirements. This shows when concepts are first introduced and not when they should be completely understood or embedded. The content of early years is revisited in subsequent years to consolidate knowledge and build upon pupils' understanding. Teachers also aim to stretch and challenge pupils and go beyond the content set out if they feel it is appropriate.





#### Progression in grammar and punctuation

English Appendix 2: Vocabulary, grammar and punctuation

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
1	Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that Can be added toverbs where no change is needed in the spelling of rootwords (e.g. helping, helped, helpen	How words can combine tomake sentences Joining words and joining Clauses using and	Sequencing sentences toform short narratives	Separation of words withspaces Introduction to Capital letters, full stops, questionmakes to demarCate sentences Capital letters for names and for the personal	letter Capital letterword singular Plural sentence punctuatio nfull stop question mark
	How the <b>prefix</b> <i>un</i> - Changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, <i>e.g.</i> <i>unkind</i> , or <i>undoing</i> , <i>e.g.</i> <i>untiethe boat</i> )			pronoun [	exClamation mark



					2 PL
2	Formation of nouns	Subordination (using	Correct choice and	Use of Capital letters,	noun, noun phrase
	using <b>suffixes</b> such as -	when, if, that or because	Consistentuse of present	full stops, question	statement, questions
	<i>ness, -er</i> and by	and <b>coordination</b> (using	tense and past tense	marks and exclamation	exclamation, command
	Compounding [for	or, and, or but	throughout writing.	marks to demarCate	compound, adjec <del>t</del> ive,
	example, <i>whiteboard</i> ,			sentences	verbsuffix
	superman]	Expanded noun phrases	Use the <b>progressive</b> form		adverb
		for description and	of verbs in the present and	Commas to separate items	tense (past,
	Formation of adjectives	specification [for example	pasttense to mark actions	ina list	present)
	using	the blue butterfly, plain	in progress [for example,		apostrophe
	suffixes such as -ful, -less	flour, the manin the	she is drumming, he was	Apostrophes to mark	Comma
	(A fuller list of <b>suffixes</b>	moon]	shouting]	where letters are missing	
	Can befound in English			in spellingand to mark	
	Appendix 1)	How the grammatical		singular possession in	
		patterns in a sentence		nouns [for example, <i>the</i>	
	Use the <b>suffixes</b> <i>–er, est</i>	indicate its function		girl's hame]	
	in <b>adjectives</b> and the use	as a statement,			
	of -/yin Standard English	question,			
	to turn adjectives into	exclamation or command			
	adverbs				



					BLEAN MIL
3	Formation of nouns using arange 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. <u>a</u> rock, <u>an</u> open box) Word families based on	Expressing time, place and Cause using <b>conjunctions</b> (for example, <i>when, so,</i> <i>before, after, while,</i> <i>because]</i> <b>adverbs</b> [for example, <i>then, next, soon,</i> <i>therefore]</i> or <b>prepositions</b> (for example, <i>before,</i> <i>after, during, in because</i> <i>of</i> ]	Introduction to paragraphs as a way to group related material Headings and sub- headings to aid presentation Use of the <b>perfect form</b> of <b>Verbs</b> instead of the simplepast [for example, <i>He has gone out to play</i>	Introduction to inverted Commas to <b>punctuate</b> directspeech	Adverb preposition, conjunction word family, prefix Clause, subordinate Clause, direct speech Consonant, Consonant letter, vowel, vowel letter inverted commas (or 'speechmarks')
	Common words, showinghow words are related in form and meaning [for example, so/ve, so/ution, so/ver, disso/ve, inso/uble]		Contrasted with He went out to play]		
4	The grammatical differencebetween 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	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. theteacher expanded to: the strict maths teacher with Curly hair)	Use of paragraphs to organise ideas around atheme Appropriate Choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid Cohesionand avoid repetition	Use of inverted commas and other <b>punctuation</b> to indicate[for example, a Comma after the reporting Clause; end punctuation with inverted Commas: <i>The</i> <i>conductor shouted</i> , "Sit <i>down!</i> "]	Determiner pronoun, possessive pronounadverbial
	done	Fronted adverbials (e.g. <u>Later that day</u> , I heard thebad news.)		Apostrophes to mark plural possession [for example, thegirl's name, the girls' name]	





5	Converting <b>nouns</b> or	Relative Clauses	Devices to build	Brackets, dashes or	modal verb, relative
	adjectives into verbs	beginning with who,	cohesion within a	commasto indicate	pronoun relative Clause
	using <b>suffixes</b> [for	whiCh, where, why,	paragraph [for	parenthesis	parenthesis, bracket,
	example – <i>ate;</i>	<i>whose, that</i> , or an	example, <i>then, after</i>		dashCohesion,
	-ise; -ifY]	omitted relative	that, this, firstly]	Use of commas to Clarify	ambiguity
		pronoun		meaning or avoid	
	Verb prefixes [for example		Linking ideas across	ambiguity	
	dis-, de-, mis-, over-, and re)	Indicating degrees of	paragraphs using		
		possibility using adverbs	adverbials of time [for		
		[forexample, <i>perhaps</i> ,	example, later],place [for		
		<i>surely</i> ] or modal verbs [for	example, nearby] and		
		example, <i>might, should</i> ,	number [for example,		
		will, must]	secondly] or tense		
			Choices [for example, he		
			had seen		
			her before]		



					S BLOW
6	The difference between	Use of the passive voice	Linking ideas across	Use of the semi-colon,	Subject, object
	vocabulary typical of	toaffect the	paragraphs using a wider	Colonand dash to mark	aCtive, passive
	informalspeech and	presentation of	range of <b>cohesive devices</b> :	the boundary between	synonym, antonym
	VoCabulary appropriate for	information in a	repetition of a <b>word</b> or	independent Clauses [for	ellipsis
	formal speech and writing	sentence [for example, ]	phrase, grammatiCal	example, <i>It's raining; I'm</i>	hyphen
	[for example, <i>find out</i> –	broke the window in the	connections [for example,	fedup]	Colon
	discover; ask for -	green houseversus The	the use of <b>adverbials</b> such		semi-colon
	request; go in – enter]	window in the	as on the other hand, in	Use of a colon to	bullet
		greenhouse was	<i>Contrast</i> , or <i>as a</i>	introduce alist	points
	How words are related by	broken(byme)]	<i>consequence</i> ), and <b>ellipsis</b>		
	meaning as synonyms and			Punctuation of bullet	
	antonyms [for example,	The difference between	Layout devices [for	pointsto list information	
	big, large, little]	structures typical of	example, headings, sub-		
		informal speech and	headings, columns, bullets,	How hyphens can be used	
		structures appropriate for	or tables, tostructure	toavoid ambiguity [for	
		formal speech and writing	text]	example <i>man eating shark</i>	
		[for example, the use of		Versus man-eating shark,	
		question tags e.g. <i>He's</i>		Or recoverversus re-cover]	
		<i>your friend, isn't he?</i> Or			
		the use of the <b>subjunctive</b>			
		forms such as <i>If <u>Iwere</u></i> or			
		<u>Were they</u> to come insome			
		very formal writing and			
		speech]			

Word	Sentence	Text		Punctuation	Terminology for pupils
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, helpen 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 tomake sentences Joining words and joining Clauses using and	Sequencing sentences the formshort narratives		Separation of words withspaces Introduction to Capital letters,full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun J	letter Capital letterword singular Plural sentence punctuatio nfull stop question mark exclamation mark
<ul> <li>e.g. untie the boat</li> <li>Year 1 programme of study (statutory requirements) Writing - vocabulary, grammar and punctuation</li> <li>Pupils should be taught to: <ul> <li>Develop their understanding of the concepts set out in Appendix 2 by:</li> <li>Leaving spaces between words</li> <li>Joining words and joining sentences using and</li> <li>Beginning to punctuate sentences using a Capital letter and a fullstop, question mark or exclamation mark</li> <li>Using a Capital letter for names of people, places, the days of theweek, and the personal pronoun 'I'</li> <li>Learning the grammar for year 1 in English Appendix 2</li> </ul> </li> </ul>			Writing - vocal Pupils should b sentences and ('Terminology f Pupils should b	iance (non-statutory) bulary, grammar and punctuation to use the vocabulary listed in f for pupils') when their writing is begin to use some of the distinc writing. 'Standard English' is de	e boundaries in spoken English Appendix 2 discussed. xtive features of Standard

Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of nouns using suffixes such	Subordination (using when, if,	Correct choice and	Use of Capital letters, full	noun, noun
as	<i>that</i> or <i>because</i> ) and	consistent use of	stops, question marks and	phrase
<i>–ness, -er</i> and by Compounding	Coordination (using or, and, or	present tense and	exclamation marks to	statement,
[forexample, <i>whiteboard</i> ,	but	pasttense	demarCate sentences	questions
superman]		throughout writing.		exclamation,
	Expanded <b>noun phrases</b> for		Commas to separate items	command
Formation of <b>adjectives</b> using suffixes	description and specification	Use the progressive	in alist	compound,
such as -ful, -less	[forexample the blue	form of verbs in the		adjective, verb
(A fuller list of <b>suffixes</b> Can be	butterfly, plainflour, the man	present and past	Apostrophes to mark where	suffix
found in English Appendix 1)	in the moon]	tense to mark actions	letters are missing in spelling	adverb
	-	in progress [for	and to mark singular	tense
Use the suffixes -er, est in adjectives	How the grammatical patterns in	example, she is	possessionin nouns [for	(past,
andthe use of -ly in Standard English	a sentence indicate its function	drumming, he was	example, the girl'sname]	present)
to turn adjectives into adverbs	as a statement, question,	shouting		apostrop
	exclamation or command			hecomma
Year 2 programme of study (statutory re Writing – VoCabulary, grammar and punc	•		Notes and guidance (non-state Writing – vocabulary, grammar	
Pupils should be taught to:			The terms for discussing langu	-
			embedded for pupils in the Co	
	the concepts set out in English App		discussing their writing with t	•
	n familiar and new punctuation corr		attention should bedrawn to t	che technical
	Il stops, Capital letters, exclamation	•	terms they need to learn.	
	trophes for contracted forms and t	ne possessive (singular)		
• Learn how to use:	Concept Control attactors and a supportion	avalation option		
•-	fferent forms: statements, question			
	hrases to describe and specify, e.g. t			
•-	ing when, if, that, or because) and c	o-oraination (using or,		
and, orbut)	loan a in English A			
<ul> <li>the grammar for y</li> <li>some fortures of</li> </ul>				
	written Standard English	us in discussing their		
<ul> <li>Ose and understand the gramma writing</li> </ul>	tiCal terminology in English Appendi			

Word	Sentence	Text		Punctuation	Terminology for pupils	
Formation of nouns using a range of	Expressing time,	Introduc	tion to paragraphs	Introduction to	Adverb	
prefixes, such as super-, anti-, auto-	place and Cause	as away t	o group related	inverted commas	preposition,	
	using <b>conjunctions</b>	material		topunCtuate	ConjunCtion	
Use of <b>forms</b> a or an according to	(for example, <i>when</i> ,			direct speech	word family, prefix	
whether the next <b>word</b> begins with a	so, before, after,		and sub-headings		Clause, subordinate	
Consonant or avowel (e.g. <u>a</u> rock, <u>an</u>	while, because]	toaid pre	esentation		Clause, direct speech	
open box)	adverbs [for				Consonant, Consonant	
	example, <i>then,</i>	-	ne <b>perfect form</b> of		letter, vowel, vowel letter	
Word families based on common words,	next, soon,	verbs ins	tead of the simple		inverted Commas (or	
showing how words are related in form	<i>therefore]</i> or	past[for	example, <i>He has</i>		'speeChmarks')	
and meaning (for example, <i>solve,</i>	prepositions (for		to play contrasted			
solution, solver, dissolve, insoluble]	example, <i>before,</i>	with He	wentout to play]			
	after, during, in					
	because of					
YEAR 3 OBJECTIVES			Notes and guidance (non statutory)			
Years 3-4 programme of study (statutory re	-		Writing – VoCabulary, grammar and punCtuation			
Writing – VoCabulary, grammar and punCtl	Iation					
			Grammar should be taught explicitly: pupils should be taught the			
Pupils should be taught to:		- aliah	terminology and Concepts set out in English Appendix 2, and be able to			
Develop their understanding of th	e concepts set out in E	ngusn	apply them correctly to examples of real language, such as their own			
Appendix 2by:	topoon with more then	000	writing or books that	t they haveread.		
• Extending the range of sen			· · · · · · · · · · · · · · · · · · ·			
Clause byusing a wider rang when, if, because, although			At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply			
		\C+	•-	•-		
o Using the present perfect in the pasttense		13 C	What they have learn	it [for example, in writin]	g dialogue for CharaCters].	
<ul> <li>Using conjunctions, advert</li> </ul>	s and prepositions to e	Vorecc				
time and Cause		.Apr 033				
<ul> <li>Learning the grammar for years 3 and 4 in English Appe</li> </ul>		Annendix				
		Appondix				
<ul> <li>Indicate grammatical and other feature by:</li> </ul>						
<ul> <li>Using and punctuating direct speech</li> </ul>						
Use and understand the grammatical terminology in English						
Appendix 2aCCurately and appropri						
writing and reading						

Word	Sentence	Text		Punctuation	Terminology for pupils
The grammatical difference between plural and possessive -s Standard English forms forverb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Noun phrases expanded by theaddition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strictmaths teacher with curly hair) Fronted adverbials (e.g. <u>Later that day</u> , ] heard the bad news.)	Use of paragrap organise ideas an atheme Appropriate Cho pronoun or nou sentences to aid Cohesion and avo repetition	round Dice of Diacross	Use of inverted Commas and other <b>punctuation</b> to indicate [for example, aComma after the reporting Clause; end punctuation with inverted Commas: <i>The</i> <i>conductor shouted</i> , <i>"Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [forexample, <i>the girl's name, the girls'</i> <i>name]</i> The use of Commas after <b>fronted</b>	Determiner pronoun, possessivepronoun adverbial
<ul> <li>Appendix 2by:</li> <li>Choosing responses on a cohesion a</li> <li>Using from</li> <li>Learning to 2</li> <li>Indicate grammation</li> <li>Using com</li> <li>Indicating with thesis</li> <li>Using and</li> <li>Use and understa</li> </ul>	ocabulary, grammar and d be taught to: lerstanding of the concepts set nouns or pronouns appropriately nd to avoid repetition ted adverbials he grammar for years 3 and 4 in ] ical and other features by: mas after fronted adverbials possession by using the possessi ngular and plural nouns punctuating direct speech nd the grammatical terminology ately and appropriately when dise	r for Clarity and English Appendix Ve apostrophe in English	Writing Gramma termino apply th writing At this between	adverbials nd guidance (non statutory) – vocabulary, grammar and punctuation or should be taught explicitly: pupils should logy and concepts set out in English Appe em correctly to examples of real language, or books that they haveread. Stage, pupils should start to learn about so of tandard English and non-Standard Engli ey have learnt [for example, in writing dia	ndix 2, and be able to such as their own ome of the differences ish and begin to apply

Word	Sentence	Text		Punctuation	Terminology for pupils
Converting nouns or	Relative clauses beginning with	Devices to	build <b>cohesion</b> within a	Brackets, dashes	modal verb,
adjectives into verbs	who, whiCh, where, why, whose,	paragraph[f	for example, <i>then, after that,</i>	or commas to	relativepronoun
using <b>suffixes</b> [for	<i>that</i> , or anomitted relative	this, firstly]	7	indiCate	relative Clause
example – <i>ate; -ise; -</i>	pronoun			parenthesis	parenthesis,
ifY]		Linking idea	as across paragraphs using		bracket,dash
	Indicating degrees of possibility	adverbials o	<b>f time</b> [for example, later],	Use of commas	cohesion, ambiguity
Verb prefixes [for	using adverbs [for example,	place[for ex	xample, nearby] and number	to Clarify	
example <i>dis-, de-,</i>	perhaps, surely] or modal verbs	[for exampl	e, secondly] or tense choices	meaning oravoid	
mis-,	[for example,	[for		ambiguity	
over-, and re)	might, should, will, must]	example, he	had seen her before]		
YEAR 5 OBJECTIVES			Notes and guidance (non-stat	utory)	
Year 5-6 programme of stu	idy (statutory requirements)		Writing - vocabulary, gramma	r and punCtuation	
Writing - vocabulary, gran	-				
English Appendix 2 O Using the p Of timeand O Using moda possibility O Using relat why, whose pronoun O Learning th 2 O IndiCate grammatic O Using Comm writing O Using brack O Use and understar	erstanding of the Concepts set out i by: berfect form of Verbs to mark relation cause al verbs or adverbs to indicate degre ive clauses beginning with who, which, that or with an implied (i.e. omitted ne grammar for years 5 and 6 in Engli cal and other features by: mas to Clarify meaning or avoid ambig kets, dashes or commas to indicate p ind the grammatical terminology in tely and appropriately in discussing	onships ees of ch, where, d) relative sh Appendix guity in	Pupils should continue to add including those to describe gr and reading.	-	

Word	Sentence	Text	Punctuation	Terminology for pupils
The difference between VoCabulary typical of informal speech and VoCabulary appropriate forformal speech and writing [for example, find out – discover; ask for – request; go in – enter]	Use of the passive voice to affect the presentation of information in a sentence[for example, ] broke the window in the green house versus The window in the greenhouse was broken(by me]] The difference between structures typical of informal speech and	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 on the other hand, in Contrast, or as a consequence, and	Use of the semi-Colon, Colon and dash to mark the boundary between independent <b>Clauses</b> [for example, <i>[t'sraining; ['m fed up</i> ] Use of a Colon to introduce a list	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colonbullet points
How words are related by meaning as synonyms and antonyms [for example, <i>big, large,</i> <i>little</i> ]	structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your</i> <i>friend, isn't he?</i> Or the use of the <b>subjunctive</b> forms such as <i>Jf I were</i> or <u>Were they</u> to come in some very formal writing and speech]	ellipsis Layout devices [for example, headings, sub- headings, columns, bullets, or tables, tostructure text]	Punctuation of bullet points to listinformation How hyphens can be used to avoid ambiguity [for example man eatingshark versus man-eating shark, or recover versus re-cover]	

YEAR 6 OBJECTIVES	Notes and guidance (non-statutory)
Year 5-6 programme of study (statutory requirements)	Writing – VOCabulary, grammar and punCtuation
Writing – VoCabulary, grammar and punCtuation	
<ul> <li>Pupils should be taught to: <ul> <li>Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>Indicate grammatical and other features by: <ul> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently</li> </ul> </li> <li>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately indiscussing writing and reading</li> </ul>	Pupils should continue to add to their knowledge oflinguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Year 1 Regular plural noun suffixes -s or -es Suffixes that Can be added to verbs How the prefix un- Changes the meaning of verbs and adjectives How words Can combine to make sentences Joining words and joining sentences using and Separation of words with spaces Capital letters, full stops, question makes to demarCate sentences Capital letters for names and for the personal pronoun	Year 4 Plural and possessive -s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted Commas to punctuate direct speech Apostrophes to mark singular and plural possession
Year 2 Formation of nouns using suffixes-ness, -er Formation of adjectives using suffixes -ful, -less Use the suffixes -er and -est to form Comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but)Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings	Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. dis-, de-, mis-, over-, and re) Relative clauses beginning with who, which, where, why, whose, that, or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<ul> <li>Year 3</li> <li>Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use the forms a or an according to whether the next word begins with a consonant or a vowel</li> <li>Word families based on common words</li> <li>Conjunctions (e.g. when, so, before, after, while, because) Adverbs (e.g. then, next, soon, therefore)</li> <li>Prepositions (e.g. before, after, during, in because of)</li> <li>The introduction of the present perfect form of Verbs instead of the simple pasr Introduction to inverted commas to punctuate direct speech</li> </ul>	Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent Clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity