

Vocabulary, Grammar, and Punctuation Curriculum Framework: Whole School Overview

*This overview outlines content to be introduced within Years 1-6 as part of the **statutory requirements** of the National Curriculum*

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
1	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun /</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
2	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in</p>	<p>noun, noun phrase, statement, question, exclamation, command,</p>

	<p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma</p>
3	<p>Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>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>]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>
4	<p>The grammatical difference between plural and possessive <i>-s</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the</i></p>	<p>Use of paragraphs to organise ideas around a theme</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the</p>	<p>determiner, pronoun, possessive pronoun</p>

	Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	<i>teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials	adverbial
5	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</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 [for example, he <i>had</i> seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
6	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>] How words are related by	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>]. The difference between	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	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>] Use of the colon to introduce a list and use of semi-colons within lists	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	<p>meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>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 and speech]</p>	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Punctuation of bullet points to list information</p> <p>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>]</p>	
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