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	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 **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]	How **words** can combine to make **sentences** Joining words and joining **clauses** using and	Sequencing **sentences** to form short narratives	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 personal **pronoun** I	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
2	Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as –ful, –less	**Subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue*	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	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list	noun, noun phrase, statement, question, exclamation, command, compound, suffix,

	(A fuller list of **suffixes** can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –*ly* in Standard English to turn adjectives into **adverbs**	*butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	progress [for example, *she is drumming*, *he was shouting*]	**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	adjective, adverb, verb, tense (past, present) apostrophe, comma
3	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **determiner** forms *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]	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 [for example, *He has gone out to play* contrasted with *He went out to play*]	Introduction to inverted commas to **punctuate** direct speech	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
4	The grammatical difference between **plural** and **possessive** –*s*	Appropriate choice of **pronoun** or noun within a **sentence** to avoid ambiguity and repetition.	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end	determiner pronoun, possessive pronoun adverbial

	Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]	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** [for example, *Later that day, I heard the bad news.*]	Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**	
5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over–* and *re–*]	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* 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, *find out –*	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the*	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	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-

3

discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].	*greenhouse was broken (by me)*]. Expanded noun phrases to convey complicated information concisely (e.g. **the boy that jumped over the fence** is over there, or **the fact that it was raining,** meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]	*on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]	colon, bullet points