**Vocabulary, punctuation and Grammar overview for whole school**

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| **Year 1** | **Year 2** | **Year3** | **Year 4** | **Year 5** | **Year 6** |
| Say, and hold in memory whilst writing, simple **sentences** which make sense.  Write simple **sentences** that can be read by themselves and others.  Separate **words** with spaces.  Use **punctuation** to demarcate simple **sentences** (**capital letters** and **full** **stops**).  Use capital **letter** for the personal pronoun *I.*  Use **capital letters** for names of people, places and days of the week.  Identify and use **question marks** and **exclamation marks.**  Use the joining word *and* to link words and clauses.  Extend range of joining words to link words and clauses using *but* and *or.*  Make **singular** nouns **plural** using *‘s’* and *‘es’*  e.g. *dog, dogs; wish, wishes.*  Add suffixes to verbs **where no spelling change is needed** to the root **word** e.g. *helping, helped, helper.*  Add the prefix *‘un’* to verbs and adjectives to change the meaning e.g. *untie, unkind.* | As previousand:  Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination).  Use sentences with different forms: **statement, question, command, exclamation.**  Secure the use of **full stops, capital letters, exclamation marks and question marks.**  Use **commas** to separate items in a list.  Use **apostrophes** for contracted forms e*.*g. *don’t, can’t, wouldn’t, you’re, I’ll.*  Use **apostrophes** for **singular** possession in nouns, e.g. *the girl’s name.*  Use subordination for time using *when,* *before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*  Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.*  Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn’t rain on sports day.*  Select, generate and effectively use **verbs.**  Explore the progressive form of **verbs** in the **present** **tense** (e.g. *she is drumming*) and **past tense** (*e.g.* *he was shouting*) to mark actions in progress.  Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports.  Use **present tense** for non-chronological reports and persuasive adverts.Select, generate and effectively use **nouns.**  Add **suffixes** *ness* and *er to* craate **nouns** e.g. *happiness, sadness, teacher, baker.*Create **compound** words using **nouns**, e.g.  *whiteboard* and *football*.  Select, generate and effectively use **adjectives.**  Identify, generate and effectively use **noun phrases,** e.g. *the blue butterfly* *with shimmering wings* (for description), *granulated sugar* (for specification).  Add **suffixes** *ful* or *less* to create **adjectives**  *e.g. playful, careful, careless, hopeless.*  Use **suffixes** *er* and *est* to create **adjectives**  e.g. *faster, fastest, smaller, smallest.*  Select, generate and effectively use **adverbs**. Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.* | As previous and:  Identify **clauses** in sentences.  Explore and identify main and **subordinate clauses** in complex sentences.  Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although,* *while, since, until, before, after, so.*  Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*  Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*  Select, generate and effectively use **adverbs**  e.g*. suddenly, silently, soon, next, eventually.*  Use **inverted commas to** punctuate **direct speech (speech marks).**  Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect)instead of *he went out to play* (simple past).  Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*  Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.  Explore and collect nouns with **prefixes** *super, anti, auto*. | As previous and:  Create complex sentences with adverb starters  e.g. *Silently trudging through the snow, Sam made his way up the mountain.*  Use commas to mark clauses in complex sentences.  Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*  *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.*  Use commas after fronted **adverbials**.  Identify, select and use **determiners** including: - articles: *a/an, the*   * demonstratives : *this/that; these/those* * possessives: *my/your/his/her/its/our/their* * quantifiers: *some, any, no, many, much, every*   Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*  Identify, select and effectively use **pronouns.**  Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.*  Explore, identify, collect and use noun phrases  e.g. *the crumbly cookie with tasty marshmallow pieces.*  Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*  Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* | As previous and:  Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.*  Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*  Create and punctuate complex sentences using *ed* opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.*  Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*  Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.*  Demarcate complex sentences using commas in order to clarify meaning.  Use commas to avoid **ambiguity**, e.g. ‘*Let’s eat Grandma.’* and *‘Let’s eat, Grandma.’*  Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*  Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.*  Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.*  Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*Use devices to build **cohesion** within a paragraph e.g. *firstly,* *then, presently, this, subsequently.*  Use expanded noun phrases to convey complicated information concisely, e.g.  *carnivorous predators with surprisingly weak jaws and small teeth.*  Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.*  Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*.  Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs.  Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-.* | As previous and:  Manipulate sentences to create particular effects.  Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*  Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*  Use **ellipsis** to link ideas between paragraphs.  Use repetition of a word or phrase to link ideas between paragraphs.  Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*.  Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*  Identify the **subject** and **object** of a sentence.  Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*  Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already* or *I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).*  Punctuate **bullet points** consistently.  Identify and use **colons** to introduce a list.  Identify and use **semi-colons** within lists.  Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *maneating shark.*Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.*  Explore, collect and use question tags typical of informal speech and writing e.g. *“He’s your friend, isn’t he?"*  Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.* |