

## Vocabulary, Punctuation, Grammar and Spelling – Key Objectives

### Year 1

Word	Regular <b>plural noun suffixes –s or –es</b> [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
	<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper)
	How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, or undoing: untie the boat]
Sentence	How <b>words</b> can combine to make <b>sentences</b>
	Joining <b>words</b> and joining <b>clauses</b> using and
Punctuation	Separation of <b>words</b> with spaces
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
	Capital letters for names (proper nouns) and for the personal <b>pronoun I</b>
Understanding of terminology for pupils	letter, capital letter, word
	singular, plural
	sentence
	punctuation, full stop, question mark, exclamation mark
Spelling	Spell words containing each of the 40+ phonemes already taught
	Spell common exception words
	Spell the days of the week
	name the letters of the alphabet in order
	use letter names to distinguish between alternative spellings of the same sound
	Use the spelling rule for adding suffix –s or –es as the plural marker for nouns and the third person singular marker for verbs
	Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
	apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a>

## Year 2

Word	Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]
	Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)
	Use of the <b>suffixes</b> –er, –est in adjectives
	Use of the <b>suffixes</b> –ly in Standard English to turn adjectives into adverbs
Sentence	<b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)
	Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
	<b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
	Understand use of <b>present</b> and <b>past tense</b>
	Begin to identify <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress e.g. <i>he is drumming, she was shouting</i>
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
	Commas to separate items in a list
	<b>Apostrophes</b> to mark where letters are missing in spelling
	<b>Apostrophes</b> to mark singular possession in nouns [for example, the girl's name]
Understanding of terminology for pupils	noun, noun phrase
	statement, question, exclamation, command
	compound, suffix
	adjective, adverb, verb
	tense (past, present)
	apostrophe, comma
Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
	learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
	learning to spell common exception words
	learning to spell more words with contracted forms
	learning the possessive apostrophe (singular) [for example, the girl's book]
	distinguishing between homophones and near-homophones
	add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
	apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a>

### Year 3

Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]
	Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]
	<b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because]
	Expressing time, place and cause using <b>adverbs</b> [for example, then, next, soon, therefore]
	Expressing time, place and cause using <b>prepositions</b> [for example, before, after, during, in, because of]
	Identify and understand the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He <b>has gone out to play</b> contrasted with He <b>went out to play</b> ]
Punctuation	Introduction to inverted commas to <b>punctuate</b> direct speech English
Understanding of terminology for pupils	preposition, conjunction
	word family, prefix
	clause, subordinate clause
	direct speech
	inverted commas (or 'speech marks')
	consonant, consonant letter vowel, vowel letter
Spelling (over year 3 and year 4)	use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a>
	spell further homophones
	spell words that are often misspelt - see <a href="#">English appendix 1</a>
	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	use the first 2 or 3 letters of a word to check its spelling in a dictionary

#### Year 4

Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	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)
	<b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]
	Use of commas after <b>fronted adverbials</b>
Understanding of terminology for pupils	determiner
	pronoun, possessive pronoun
	adverbial
Spelling (over year 3 and year 4)	use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a>
	spell further homophones
	spell words that are often misspelt - see <a href="#">English appendix 1</a>
	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	use the first 2 or 3 letters of a word to check its spelling in a dictionary

#### Year 5

Word	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify]
	<b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]
Sentence	<b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must]
	Understand and identify devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]
	Understand and identify the use of <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] P
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
Understanding of terminology for pupils	modal verb, relative pronoun
	relative clause
	parenthesis, bracket, dash
	cohesion, ambiguity
Spelling (to be taught during year 5 and year 6)	use further prefixes and suffixes and understand the guidance for adding them
	spell some words with 'silent' letters [for example, knight, psalm, solemn]
	continue to distinguish between homophones and other words which are often confused
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a>
	use dictionaries to check the spelling and meaning of words
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	use a thesaurus

## Year 6

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the <b>passive</b> to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
	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 <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech] English]
	To understand and identify <b>cohesive devices</b> such as repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b>
Punctuation	<b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</b>
	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]
Understanding of terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points
Spelling  (to be taught during year 5 and year 6)	use further prefixes and suffixes and understand the guidance for adding them
	spell some words with 'silent' letters [for example, knight, psalm, solemn]
	continue to distinguish between homophones and other words which are often confused
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a>
	use dictionaries to check the spelling and meaning of words
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
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