## English Appendix 2: 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 [for example 'modal verb'], they should be encouraged to apply and explore this concept 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, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in **bold** should be understood with the meanings set out in the Glossary.

## **Vocabulary, grammar and punctuation – Years 1 to 6**

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog</i> , <i>dogs; wish</i> , <i>wishes</i> ], 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. <i>helping</i> , <i>helped</i> , <i>helper</i> )
	How the <b>prefix</b> <i>un</i> — changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i> ]
Sentence	How words can combine to make sentences
	Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>
	Capital letters for names and for the personal <b>pronoun</b> <i>I</i>
Terminology	letter, capital letter
for pupils	word, singular, plural
	sentence
	punctuation, full stop, question mark, exclamation mark

Year 2: Detail	Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ]  Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i> , <i>-less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)  Use of the <b>suffixes</b> <i>-er</i> , <i>-est</i> in <b>adjectives</b> and the use of <i>-</i> ly in	
	Standard English to turn adjectives into adverbs	
Sentence	<b>Subordination</b> (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ) and <b>co-ordination</b> (using <i>or</i> , <i>and</i> , <i>but</i> )	
	Expanded <b>noun phrases</b> for description and specification [for example, the blue 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	

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i> , <i>he 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 and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super</i> –, anti–, auto–]	
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]	
	<b>Word families</b> based on common <b>words</b> , 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], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]	
Text	Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the present perfect form of yerbs instead of the simple past [for	
	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	
Punctuation	Introduction to inverted commas to <b>punctuate</b> direct speech	

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Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition conjunction
Tor pupils	word family, prefix clause, subordinate clause
	direct speech
	consonant, consonant letter vowel, vowel letter
	inverted commas (or 'speech marks')

Year 4: Detail	Year 4: Detail of content to be introduced (statutory requirement)	
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. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )  Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news</i> .]	
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]  Apostrophes to mark <b>plural</b> possession [for example, <i>the girl's name</i> ,	
	the girls' names] Use of commas after fronted adverbials	
Terminology for pupils	determiner pronoun, possessive pronoun adverbial	

Year 5: Detail	Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate; -ise; -ify]	
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	
Sentence	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	
	Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]	
Text	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ]	
	Linking ideas across paragraphs using <b>adverbials</b> 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]	
Punctuation	Brackets, dashes or commas to indicate parenthesis	
	Use of commas to clarify meaning or avoid ambiguity	
Terminology	modal verb, relative pronoun	
for pupils	relative clause	
	parenthesis, bracket, dash	
	cohesion, ambiguity	

Year 6: Deta	Year 6: Detail of content to be introduced (statutory requirement)	
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 <b>sentence</b> [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 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</i> , <i>isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	

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Year 6: Detail	Year 6: Detail of content to be introduced (statutory requirement)	
Text	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 <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
Punctuation	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  Punctuation of bullet points to list information  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> ]	
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	

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