

Each year group should have a secure understanding of terminology and structures from the previous year groups, as well as those indicated for their year group-specific expectations: (full prefix and suffix lists can be found in the NC2014 spelling annex.)

Grammar and Punctuations Expectations

| Year | Word Structure | Sentence Structure | Text Structure | Punctuation | Key Terminology |
|------|---|--|--|--|--|
| 1 | Regular plural noun suffixes using -s or -es Suffixes that can be added to verbs to change tense Use the prefix un- to change verbs and adjectives | How words can combine to make sentences Use and to join words and sentences | Sequence sentences to form short narratives Write simple texts including lists, reports and recounts | Separate words with finger spaces Begin using full stops, capital letters, question marks and exclamation marks to demarcate sentences | word, sentence, letter, capital letter, upper case, lower case, singular, plural, question mark, full stop, exclamation mark |
| 2 | Formation of nouns using suffixes including -ness and -er Formation of adjectives using suffixes such as -ful or -less Use of suffixes that can be added to verbs to create comparative and superlative adverbs and adjectives | Subordination (conjunctions: when, if, that, because) Co-ordination (conjunctions: or, and, but) Expanded noun phrases for description and specification Sentences with different forms: statement, command, question, exclamation | Consistently use present tense or past tense throughout a text Use the present continuous and past continuous tenses to mark actions in progress Explore poetic structure Begin using adverbials of time to link ideas and events (last time, also, after, then, soon...) | Capital letters, full stops, question marks and exclamation marks consistently demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms of spelling Use possessive apostrophes to show belonging | verb, tense, past tense, present tense, past continuous, present continuous, adjective, noun, noun phrase, expanded noun phrase, comma, apostrophe, prefix, suffix, adverbials |
| 3 | Formation of nouns using a range of prefixes including super-, anti- and auto- Use determiners a or an according to whether the next word begins with a vowel or consonant Explore word families based on common words and root words | Express time and cause using: conjunctions (when, after...) adverbs (then, next, so...) prepositions (before, during...) | Introduction to paragraphs as a way to group related material Use headings and subheadings to aid organisation and presentation Use the past perfect and present perfect forms of verbs to mark relationships between time and cause | Introduce speech marks to punctuate and indicate direct speech | word family, root family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause, paragraph |
| 4 | Grammatical differences between plural and possessive -s Standard English forms for verb inflections | Appropriate choice of pronoun or noun within the sentence to avoid ambiguity and repetition Use fronted adverbials Include subordinate clauses in sentences | Use paragraphs to organise ideas around a set theme Choose appropriate pronouns and nouns across sentences | Use of speech marks to punctuate direct speech Apostrophes to mark singular and plural possession Use commas after fronted adverbials | pronoun, paragraph, possessive pronoun, adverbial, fronted adverbial, clause, subordinate clause |
| 5 | Convert nouns or adjectives into verbs using suffixes including -ate, -ise, -ify Verb prefixes to change meaning including dis-, mis- or re- Use more complex determiners to quantify or qualify nouns | Relative clauses that start with: who, which, where, whose Use the passive voice to affect presentation of information | Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place or number | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | relative clause, active voice, passive voice, parenthesis, relative pronoun, relative clause, dash, brackets, determiner, cohesion, ambiguity |
| 6 | The difference between vocabulary typical of formal and informal speech and vocabulary appropriate for formal or informal writing | Indicate degrees of possibility using modal verbs Expanded noun phrases that convey complicated information more concisely The difference between structures typical of informal speech and formal speech/writing The use of the subjunctive in very formal writing Use prepositional phrases to add detail to sentences | Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of words or phrases) grammatical connections (use of adverbials) elision (the omission of sounds in informal speech) Layout devices to add structure to writing Link independent clauses using colons or semi-colons Ensure verb forms are used accurately, including where selected specifically for effect | Use semi-colons, colons or dashes to indicate a stronger subdivision than a comma Punctuation of bullet points to list information Use hyphens to avoid ambiguity | modal verbs, subject and object, hyphen, synonym, antonym, colon, semi-colon, dash, bullet points, cohesion, elision, formal, informal, prepositional phrase |