



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun (e.g. dog, dogs; wish, wishes)	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Form nouns using a range of prefixes e.g. super-, anti-, auto-	Understand the grammatical difference between the plural and the possessive -s	Convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify. (e.g. elasticate, standardise, solidify)	Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.
Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. add -ing, -ed, -est and -er to the end of a word to make a new word- helping, helper)	Form adjectives using suffixes such as -ful, -less.	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.	Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.
Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat.	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.	Use 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'.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)



<p>Understand how words can combine to make sentences.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p>	<p>Use fronted adverbials e.g. Later that day, I heard the bad news</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. 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.</p>
<p>Join words and clauses using and. I can use joining words like 'and'.</p>	<p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p>	<p>Begin to use paragraphs as a way to group related material</p>	<p>Use paragraphs to organise ideas around a theme</p>	<p>Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.</p>



Separate words with spaces.	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Use headings and sub-headings to aid presentation	Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.	Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.
Use capital letters and full stops to demarcate sentences in some of his/her writing.	Use present and past tense mostly correctly and consistently.	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas	Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Begin to use inverted commas to punctuate direct speech.	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.	Use brackets, dashes or commas to indicate parenthesis.	Use the colon to introduce a list and use of semi-colons within lists.



<p>Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark. I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks</p>	<p>I can use speech marks correctly. Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).</p>	<p>Use commas after fronted adverbials</p>	<p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use bullet points to list information.</p>
	<p>Use commas to separate items in a list.</p>		<p>Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</p>		<p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p>
	<p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>	<p>Understand the following terminology: Determiner, pronoun, possessive pronoun, adverbial.</p>			<p>Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points</p>
	<p>Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p>			



					Use expanded noun phrases to convey complicated information concisely.
					Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.