



Vocabulary, Grammar and Punctuation

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Terminology for Pupils

Word Structure

Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i>)
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or <i>undoing: untie the boat</i>]
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)
Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Formation of nouns using a range of prefixes [for example super–, anti–, auto–]
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]
Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
The grammatical difference between plural and possessive -s
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].

Sentence Structure
How words can combine to make sentences
Joining words and joining clauses using and
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
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 heard the bad news.</i>]
Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Use of the passive to affect the presentation of information in a sentence [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, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing

Text Structure
Sequencing sentences to form short narratives
Correct choice and consistent use of present tense and past tense throughout writing
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]
Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices
Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

Punctuation
Separation of words with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
Capital letters for names and for the personal pronoun I
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Introduction to inverted commas to punctuate direct speech
Use of inverted commas and other punctuation 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 plural possession [for example, <i>the girl's name, the girls' names</i>]
Use of commas after fronted adverbials
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
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, or recover</i> versus <i>re-cover</i>]

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6



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