

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes) and how this changes the meaning. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (for example, unkind, or undoing) Common exception words	Formation of nouns using suffixes Eg. –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes (such as –ful, –less) Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes (for example super, anti, auto) Use of a or an (according to whether the next word begins with a consonant or a vowel) Word families (based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve])	The grammatical difference between plural and possessive –s Standard English forms for verb inflections [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Synonyms and antonyms [for example, big, large, little].

Sentences and construction	Writing a simple sentences	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expressing time, place & cause using conjunctions (when, before, after), adverbs (for example, then, next, soon), or prepositions (before, after, during, in)	Expanded noun phrases	Consolidation of Relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun)	Use of the active and passive voice
	Using and & because to join words and clauses	Expanded noun phrases	Paragraphs	Similes	Secure use of compound sentences	Fluent use of compound and complex sentences
	Sequencing sentences to form narratives	Statements, questions, exclamations or commands	Headings/subheadings	Fronted adverbials	Modal Verbs	Layout devices (for example, headings, subheadings, columns, bullets, or tables, to structure text)
	Use of story language (once upon a time, repetition)	Use of present tense and past tense	Use of the present perfect form of verbs [for example, He <i>has</i> gone out to play]	Consolidating the use of paragraphs	Devices to build cohesion within a paragraph (then, after that, this, firstly) and across paragraphs (adverbials of time, place, number or manner)	Informal/formal language in speech
	Including simple adjectives and nouns in a sentence (Eg. The large cat walked on the grass.)	Use of the progressive present and past tense to mark actions in progress (for example: She is drumming.)	Fronted adverbials	Appropriate choice of pronoun or noun (within and across sentences to aid cohesion and avoid repetition.)	Complex sentences	Use of the subjunctive
	Write simple questions	Consolidating use of story language	-Ly openers	Relative clauses (beginning with who, which, where, when, whose, that)	Varied sentence length	Varied sentence types and length
		Simple -ly openers (firstly, secondly etc.)	Compound sentences	Compound sentences	Consolidation of dialogue	Using a wider range of cohesive devices:
		Consolidation of simple sentences	Subordinating conjunctions	Complex sentences		Consolidation of dialogue
		Paragraphs	Use of adverbs and prepositions in a sentence	Use of speech and dialogue		
			Simple speech/speech marks			

Punctuation	Finger spaces to separate words	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	Inverted commas to punctuate direct speech introduced	Inverted commas to punctuate direct speech	Brackets, dashes or commas to indicate parenthesis	Semi-colons, colons and dashes to mark the boundary between independent clauses
	Capital letters, full stops, question marks and exclamation marks to demarcate sentences introduced	Capital letters for personal pronouns	Colons to introduce a list	Rules for direct speech (eg. new speaker, new line)	Hyphens for compound adjectives	Semi-colons in lists consolidated
	Capital letters for names and for I	Commas to separate items in a list	Commas after fronted adverbials	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Dashes	Hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover.
		Apostrophes for contraction	Consolidate use of full stops and capital letters	Consolidate commas after fronted adverbials	Semi-colons (for lists and to mark independent clauses)	Consolidation of punctuation learnt previously
		Apostrophes to show singular possession	Consolidate use of apostrophes for contractions and singular possession	Dashes	Use of commas to clarify meaning or avoid ambiguity (eats, shoots and leaves or eats shoots and leaves)	
		Bullet points	Rhetorical questions	Rhetorical questions	Consolidation of punctuation learnt previously	
		Commas after openers				

Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, verb	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present and future), apostrophe, comma, bullet points, irregular verbs	preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant and vowel letters, inverted commas (or 'speech marks'), determiner, synonym, commas for lists, rhetorical question	determiner pronoun, possessive pronoun, relative clause, relative pronoun, adverbial, fronted adverbial, dialogue, perfect tense	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, metaphor,	subject, object, active & passive voice, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points,
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