



Vocabulary, grammar and punctuation



Year Group
Expectations

This guide is intended explain the expectations set out in the National Curriculum, for each academic year group.

The children are expected to understand the terminology and apply it, without adult prompt, within their independent writing. When they have first learnt a new grammatical term or form of punctuation, it is natural for children to be able to use this in a discrete exercise or with prompt, but it sometimes takes time for them to be able to use it in context within their writing.

(Please note that they must be able to apply the skills in their writing before teachers would record the standards as securely met when completing reports.)

Children need to be secure in the previous year groups expectations, as well as their own. Therefore children in Year Four need to understand and apply the terms in Year One, Two and Three as well.

The following website has further useful information, videos for parents and a glossary of terms.

<https://www.oxfordowl.co.uk/for-home/english--1/grammar-and-punctuation-at-primary-school/>

Year One English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year One. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that younger children particularly, use more complex language in their speech than in their writing.

Word	Regular plural noun suffixes –s or –es (e.g. <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. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives (e.g. <i>unkind</i> , or <i>undoing: untie the boat</i>)
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
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 sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year Two English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year Two. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that younger children particularly, use more complex language in their speech than in their writing.

Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns (e.g. <i>the girl's name</i>)</p>
Terminology for pupils	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</p>

Year Three English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year Three, building on Year One and Year Two expectations. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that children tend to use more complex language in their speech than in their writing.

Word	<p>Formation of nouns using a range of prefixes (e.g. <i>super-</i>, <i>anti-</i>, <i>auto-</i>)</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p>
Sentence	<p>Expressing time, place and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (e.g., <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction word family, prefix, clause, subordinate clause</p> <p>direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>

Year Four English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year Four, building on previous years' expectations. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that children tend to use more complex language in their speech than in their writing.

Word	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>)
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 (e.g. <i>Later that day, I heard the bad news.</i>)
Text	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
Punctuation	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>) Use of commas after fronted adverbials
Terminology for pupils	Determiner, pronoun, possessive pronoun adverbial

Year Five English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year Five, building on previous years' expectations. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that children tend to use more complex language in their speech than in their writing.

Word	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)
Text	Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity

Year Six English: Vocabulary, grammar and punctuation

Below are the vocabulary, grammar and punctuation expectations for Year Six, building on previous years' expectations. As in every area of the curriculum, children progress at different rates and some children will be working on consolidating their knowledge and use of previous expectations and some children will be working on developing skills further. Once children are familiar with a grammatical concept [for example 'modal verb'], they should then be able to apply this concept in their own independent writing. Do note that children tend to use more complex language in their speech than in their writing.

Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>)</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. 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 <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech)</p>
Text	<p>Linking 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 <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>
Terminology for pupils	<p>subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>