



# English Appendix 2: Vocabulary, grammar and punctuation

## Year 1

The following should be taught at year 1:		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Separation of words with finger spaces.</li> <li>• The use of Capital letters, full stops, question marks and exclamation marks in sentences.</li> <li>• Capital letter for proper nouns (names of people, places, days of the week).</li> <li>• Capital letter for the personal pronoun I</li> </ul>	
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>• The use of regular plural noun suffixes. e.g. adding s or es. (dog-dogs and wish-wishes )</li> <li>• Adding suffixes to words where there is no change to the spelling of the root word:e.g. root word-help becomes helping, helper, helped.</li> <li>• Using and understanding how the prefix <i>un</i> changes the meaning of verbs and adjectives. e.g. Kind- unkind, tie-untie.</li> <li>• How words can make simple sentences.</li> <li>• Join words and clauses with and.</li> </ul>	
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Capital letter</li> <li>• Full stop</li> <li>• word</li> <li>• Singular and plural</li> <li>• Sentence</li> <li>• Punctuation</li> <li>• Question mark</li> <li>• Exclamation mark</li> </ul>	
<b>Link to SPaG progression document</b>	<b>Y1 Sentence structures</b>	<b>Examples</b>
Join words and clauses with <i>and</i> and <i>because</i>	Write 2 simple sentences joined with <b>and</b> and <b>because</b> .	I can see the dog and the cat.
	1A sentences One adjective before the noun	I can see the scruffy dog.

## Year 2

The following should be taught at year 2, ensuring that year 1 content is secure.		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• The use of Capital letters, full stops, question marks and exclamation marks in sentences.</li> <li>• The use of commas to separate items in a list</li> <li>• The use of apostrophes for omission. e.g. did not – didn't</li> <li>• The use of apostrophe to show singular possession in nouns e.g. the girl's name [as there is 1 girl and the name belongs to her].</li> </ul>	
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>• Using suffixes in nouns e.g. ness, er and by compounding e.g whiteboard, superman.</li> <li>• Using suffixes in adjectives e.g. -ful, -less, -er, -est</li> <li>• Using the suffix <i>ly</i> to change adjectives into adverbs.</li> </ul>	

	<ul style="list-style-type: none"> <li>To use subordination in sentences e.g. if, when, that, because</li> <li>To use coordination in sentences e.g. or, and, but</li> <li>Know how to expand noun phrases for description or specification. (Includes 2A sentences.) e.g. noun phrase - <i>The butterfly</i> changes to <i>The beautiful, colourful butterfly</i>.</li> <li>Noun phrase - <i>The man</i> changes to <i>The man in the moon</i>.</li> <li>Know how the grammatical pattern in a sentence indicates its function – statement, question, exclamation or command.</li> <li>To choose and consistently use the correct tense – past and present.</li> <li>To know what a noun, adjective and verb is.</li> <li>Use of progressive form of verbs in present and past tense to mark actions in progress, e.g. she is drawing, he was shouting.</li> </ul>
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>Noun and noun phrase</li> <li>Statement, question, exclamation, command.</li> <li>Compound sentences</li> <li>Adjective</li> <li>Verb</li> <li>Adverb</li> <li>Suffix</li> <li>Past tense and present tense</li> <li>Apostrophe</li> <li>Comma</li> </ul>

Link to SPaG progression document	Y2 Sentence structures	Examples
To use coordination in sentences, eg or, but, and.	B.O.Y.S. A B.O.Y.S, sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma, and the last part <u>always</u> begins with a conjunction.	She was happily playing a game, <b>but</b> got upset when she lost. The cookies could be double chocolate chip, <b>or</b> oat and raisin. It was a warm day, <b>yet</b> storm clouds had gathered over the distant horizon. Mr File was hungry, <b>so</b> he ate all the chocolate biscuits.
Know how to expand noun phrases.	Teach 2A sentences. These are 2 adjectives before the first and 2 adjectives before the second noun.	Mr Twit was a <b>dirty, horrible</b> man with <b>long, soggy</b> spaghetti in his beard.
	All the Ws  Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Will? What if?	<b>Would</b> there ever be an opportunity like this one? <b>Who</b> would take over his role now? What if you had all of the money in the world? <b>Why</b> do zebras have stripes?
Know how to expand noun phrases	List sentences must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.	<b>It was a dark, long, leafy lane.</b>  <b>It was a cold, wet miserable and misty morning.</b>

## Year 3

<b>The following should be taught at year 3, ensuring that year 1 and 2 content is secure.</b>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>As above for year 1 and 2.</li> <li>To use inverted commas to punctuate direct speech. e.g. 'I am upset,' she said.</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>Using prefixes in nouns e.g. super, anti, auto</li> <li>To use <i>a</i> or <i>an</i> correctly depending on whether the next words begins with a consonant or vowel.</li> <li>To express time, place and Cause using: Conjunctions – when, before, after, while, so, because Adverbs – then, next, soon, therefore Prepositions – before, after, during, in, because of</li> </ul>

	<ul style="list-style-type: none"> <li>To know word families based on common words, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble.</li> <li>To know what a main and subordinate clause is (can be taught through w drop in). e.g. The girl, whom I remember, had long black hair. The boy, whose name was George, thinks he is very brave.</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub headings to aid presentation.</li> <li>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].</li> </ul>
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>Adverb</li> <li>Preposition conjunction</li> <li>Prefix</li> <li>Word family</li> <li>Main clause and subordinate clause</li> <li>Direct speech</li> <li>Consonant</li> <li>Vowel</li> <li>Consonant letter vowel</li> <li>Inverted commas [or speech marks]</li> <li>Noun phrases [expanding]</li> </ul>

Link to SPaG progression document	Y3 Sentence structures	Examples
	<p>Simile.</p> <p>A simile creates a picture in the reader's mind. It compares one thing with another, using ....like a.... and ....as a.....</p>	<p>The huge, green monster chased after the children <b>like a</b> tornado.</p> <p>Although the pirate was as tall <b>as a</b> mountain, he wasn't frightening.</p>
	<p>2 pairs</p> <p>begins with two pairs of related adjectives. Each pair is;</p> <ul style="list-style-type: none"> <li>followed by a comma</li> <li>Separated by <b>and</b></li> </ul>	<p><b>Exhausted and worried, cold and hungry,</b> they did not know how much further they had to go.</p>
To know what a main and subordinate clause is	<p><b>NOUN</b>, which, who, where</p> <p>Use <b>commas</b> to embed a clause in a sentence, add information that links with the sentence topic and start the clause with <b>which, who</b> or <b>where</b>.</p>	<p>Snakes, <b>which</b> scare me, are not always poisonous.</p> <p>My pet dog, <b>who</b> only has three legs, loves to chase seagulls.</p> <p>The deserted beach, <b>where</b> the shipwreck was found, can only be reached by sea.</p>
	<p>Double ly ending.</p> <p>The sentence must end in two adverbs which add detail to, and describe how the verb within the sentence is being carried out.</p>	<p>She sang soulfully and emotionally.</p> <p>He exercised vigorously and enthusiastically.</p> <p>They laughed loudly and shrilly.</p>
	<p>Short</p> <p>1-3 word sentences possibly with an exclamation mark.</p>	<p>Everything failed!</p> <p>The ship exploded!</p>
	<p>_ing, _ed</p> <p>The sentence must begin with a verb ending in "ing" followed by a location of the action.</p>	<p><b>Dancing</b> in the studio, she watched in the mirror as a ghost appeared.</p> <p><b>Skipping</b> along the street, he stopped abruptly when a car screeched past.</p>

# Year 4

The following should be taught at year 4, ensuring that year 1, 2 and 3 Content is secure.	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>The use of apostrophe to show plural possession e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.)</li> <li>The use of inverted commas and all other punctuation to indicate direct speech.</li> <li>The conductor shouted, "Sit down!"</li> <li>The use of Commas after fronted adverbials e.g. Carefully, she opened the box. (ly opener) e.g. After lunch, they had a maths test.</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>To know noun classifications e.g. proper noun, common noun, abstract noun, collective noun, pronoun.</li> <li>To know the grammatical difference between the plural and possessive s</li> <li>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]</li> <li>Use of fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>To understand and use Standard English forms instead of local forms e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'</li> <li>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</li> <li>To use conjunctions, adverbs and prepositions to express time and Clause.</li> </ul>
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>Determiner</li> <li>Proper noun, common noun, abstract noun, collective noun, pronoun.</li> <li>Article</li> <li>Conjunction</li> <li>Adverbial</li> <li>Standard English</li> <li>Possessive pronoun</li> <li>Noun phrase [expanding]</li> </ul>

Link to SPaG progression document	Y4 Sentence structures	Examples
	Verb, person  A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or personal pronoun [he, she, they, it] followed by the rest of the sentence.	Running, Sarah almost tripped over her own feet.  Tiptoeing, he tried to sneak out across the landing without waking anybody up.
	If, if, if, then  Summarising a dramatic plot [key plots] at beginning or end of a story in groups of 3. The emphasis is on using a comma after each clause.	If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.  If Hannibal hadn't been lost, if Rome hadn't won, if Carthage hadn't fallen, then the Mediterranean would be very different today.
The use of commas after fronted adverbials	Emotion word, [comma]  Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching produce an A-Z list of emotions the children could use [e.g. Afraid, Brave, Cantankerous etc.]	Desperate, she screamed for help.  Terrified, he froze instantly to the spot.  Happily, she skipped along the gravelly path.
	Ad, same ad	He was a fast runner, fast because he needed to be.

	Same adjective used twice. The second adjective repeated straight after a comma.	It was a <b>cold</b> planet, <b>cold</b> due to the distance from the sun.
The use of brackets for extra information	O.[]. Outside: Inside sentences. They are made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.	Kate ate the cake that was given to her with enthusiasm and delight. [Inside, however she wished she had turned down the offer.] She smiled at the cheeky little boy. [At the same time she was hurt by his tricks.]
	Some; others sentences. Some; others sentences are compound sentences which begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i> .	<b>Some</b> people love football; others just can't stand it. <b>Some</b> days are full of enjoyment; others begin and end terribly.
	Personification of weather A type of weather; wind. Rain, sun, hail etc is given a human mood.	The wind stroked the space shuttle gently before lift off [Caring mood] Norman was beaten by the hail [attacked, aggressive mood]

## Year 5

The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>The use of brackets for extra information. [(Outside. Inside.) sentence]</li> <li>Using commas and dashes to clarify meaning and avoid ambiguity. e.g. A man-eating shark as opposed to A man eating shark.</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>To use adverbs to indicate a degree of possibility e.g. perhaps, surely.</li> <li>To use modal verbs to indicate a degree of possibility e.g. might, should, will, must.</li> <li>To use relative clauses – who, which, where, when, whose, that or an omitted relative pronoun. e.g. That's the boy <u>who lives near to school</u>. e.g. The prize <u>that I won</u> was a book.</li> <li>To investigate word order in sentences: e.g. which are essential to meaning? e.g. which can be deleted without damaging the meaning? e.g. which words can be moved into a different order?</li> <li>To use the perfect form of verbs to mark relationships of time and Clause.</li> <li>To link ideas across paragraphs using adverbials of time [eg later], place [nearby], numbers [secondly] and tense choices [he had seen her before].</li> <li>Devices to build cohesion within a paragraph, eg then, after, that, this, firstly]</li> <li>Converting nouns or adjectives into verbs using suffixes –ate, -use, -ify</li> <li>Verb prefixes [dis-, de-, mis-, over- and re-]. <i>Please note this is not covered in GH.</i></li> </ul>
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>Modal verb</li> <li>Relative clause/ pronoun</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Cohesion</li> <li>Ambiguity</li> <li>Expanded noun phrase</li> </ul>

Link to SPaG progression document	Y5 Sentence structures	Examples
	De:De Detail or De:De sentence is a	I was exhausted: I hadn't slept for more than two days.

	<p>*Compound sentence in which two independent clauses are separated by a <b>colon</b></p> <p>*The first clause is descriptive</p> <p>*The second adds further detail</p>	
	<p>Many questions</p> <p>Start with a question and <b>question mark</b>, followed by further words or phrases which pose linked questions. <b>Beware-you don't</b> need to start each phrase with a capital letter!</p>	<p>Where is the treasure? the diamonds? the gold? the rubies?</p> <p>What if she was lost? trapped? captured? murdered?</p>
Uses commas and dashes	<p>3 bad-[dash] question?</p> <p>3 negative adjectives followed by a dash then a question which relates to the three adjectives.</p>	<p>Cold, dark, airlessness-which would kill the spaceman first?</p> <p>Greed, jealousy, hatred-which of these is most evil?</p>
	<p>P.C</p> <p>P.C. is short for paired conjunctions. This is when some words need a second word in order to make sense.</p>	<p><b>Neither</b> money <b>nor</b> gifts could make him visit the haunted mansion again.</p> <p>It was <b>both</b> cold <b>and</b> unpleasant for him to work there.</p>
	<p>The more, the more</p> <p>This sentence type is particularly useful when developing a character trait in a story. The first <b>more</b> should be followed by an <b>emotive</b> word and the <b>second more</b> should be followed by a <b>related action</b>.</p>	<p>The <b>more</b> angry he became, the <b>more</b> he hammered his fist on the table.</p> <p>Angry is the emotion</p> <p>Hammered his fists is the action relating to the emotion.</p>
	<p>Irony</p> <p>An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</p>	<p>Our 'luxury' hotel turned out to be a farm outbuilding.</p> <p>With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.</p> <p>The 'trip of our dreams' was, in fact, our worst nightmare.</p>
	<p>Imagine 3 examples</p> <p>Sentence begins with:</p> <p>The word imagine</p> <p>The describes three parts of something</p> <p>The first two parts are separated by commas</p> <p>The third ends with a colon</p>	<p>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</p>
	<p>3_ed</p> <p>A 3_ed sentence starts with three adjectives, that end in _ed and describe emotions. The _ed words <b>MUST</b> be followed by commas.</p>	<p><b>Confused, shocked, scared</b>, the children ran from the burning building!</p> <p><b>Excited, elated, thrilled</b>, she won the dance competition.</p>

## Year 6

<b>The following should be taught at year 6, ensuring that all other year groups content is secured.</b>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Using hyphens to clarify meaning and avoid ambiguity. e.g. recover versus re-cover.</li> <li>To use semi colons, colons and dash to mark the boundary between independent clauses.</li> <li>Punctuation of bullet points to list information</li> <li>To use ellipsis effectively in writing</li> <li>Use of colon to introduce a list and semi colon within a list.</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>The difference between informal and formal language. e.g. find out – discover, ask for – request, go in – enter</li> <li>The difference between informal and formal language in writing. e.g. Informal question tags – He's your friend, isn't he?</li> <li>Formal subjunctive forms – If I were..., Were they to come... [<i>not taught through GH</i>]</li> <li>To investigate how words are related by meaning as synonyms and antonyms.</li> <li>The use of the active and passive to affect the presentation of information in a sentence Eg I broke the window as opposed to the window was broken.</li> <li>To use a wider range of cohesive devices e.g. adverbials such as on the other hand, in contrast and repetition of words or phrases and ellipsis.</li> </ul>

	<ul style="list-style-type: none"> <li>• To have a thorough understanding of sentence structures. Able to use headings, sub headings, columns, bullets and tables.</li> <li>• Link ideas across paragraphs.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> </ul>
<b>Grammatical terms that children should know</b>	<ul style="list-style-type: none"> <li>• Subject and object</li> <li>• Active and passive voice</li> <li>• Synonym and antonym</li> <li>• Ellipsis</li> <li>• Hyphen</li> <li>• Colon</li> <li>• Semi colon</li> <li>• Bullet points</li> </ul>

Link to SPaG progression document	Y6 Sentence structures	Examples
Y6 is revision of the above sentence structures		