

Thomas Gray Teaching Overview - Vocabulary, Grammar and Punctuation (English Programme of Study)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	<p>Regular plural noun suffixes-s or -es(for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping , helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind or undoing: untie the boat)</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p>	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, 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, an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>The grammatical difference between plural and possessive -s</p> <p>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>)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p>
Sentence Structure	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and</p>	<p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or 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, command</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because, so</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>	<p>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)</p> <p>Fronted adverbials (For example, Later that day, I heard the bad news>)</p>	<p>Relative clauses beginning with <i>who, which, where, why, or whose</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p>	<p>Use of the passive voice 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 (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>
Text Structure	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense versus past tense throughout texts</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>	<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 (For example, He has gone out to play contrasted with He went out to play)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across</p> <p>Sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>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 (For example, He had seen her before.)</p>	<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, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I</p>	<p>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 the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: It's raining;I'm fed up)</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	<p>Letter capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks, consonant, consonant letter vowel vowel letter, clause, subordinate clause</p>	<p>pronoun, possessive pronoun, adverbial, determiner</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points ellipsis</p>