



## Vocabulary, Grammar and Punctuation 2021-2022

## Handwriting

Y1

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper).  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points [negation, for example, unkind, or undoing: untie the boat].
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> . Joining <b>words</b> and <b>joining</b> clauses using <b>and</b> .
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives.
<b>Punctuation</b>	Separation of words with <b>spaces</b> . Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences. <b>Capital letters</b> for names and for the <b>personal pronoun I</b>
<b>Terminology for pupils</b>	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

**Pupils should be taught to:**

- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- form capital letters.
- form digits 0-9.
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Y2

<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman].  Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less. (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1). Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to <b>turn adjectives into adverbs</b> .
<b>Sentence</b>	<b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but). Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. How the <b>grammatical patterns</b> in a sentence indicate its function as a <b>statement, question, exclamation or command</b>
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing. Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present and past tense</b> to mark actions in progress [for example, she is drumming, he was shouting].
<b>Punctuation</b>	Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences. <b>Commas to separate items</b> in a list. <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name].
<b>Terminology for pupils</b>	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.

**Pupils should be taught to:**

- form lower-case letters of the correct size relative to one another.
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- use spacing between words that reflects the size of the letters.

		Vocabulary, Grammar and Punctuation	Handwriting
Y3	Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]. Use of the forms <b>a or an</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. <b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
	Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].	
	Text	Introduction to <b>paragraphs</b> as a way to group related material. <b>Headings and sub-headings</b> to aid presentation. Use of the <b>present perfect form</b> of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].	
	Punctuation	Introduction to <b>inverted commas</b> to punctuate direct speech.	
	Terminology for pupils	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	
Y4	Word	The grammatical difference between <b>plural</b> and <b>possessive</b> –s. Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	
	Sentence	<b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns and preposition phrases</b> (e.g. the teacher expanded to: the strict maths teacher with curly hair). <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]	
	Text	Use of <b>paragraphs</b> to organise ideas around a theme. Appropriate choice of <b>pronoun or noun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition.	
	Punctuation	Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] <b>Apostrophes</b> to mark plural possession [for example, the girl's name, the girls' names], Use of <b>commas after fronted adverbials</b>	
	Terminology for pupils	Determiner pronoun, possessive pronoun, adverbial.	