

## NEW CURRICULUM SPELLING, PUNCTUATION AND GRAMMAR OVERVIEW

<b>YEAR 1</b>				
<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Vocabulary</b>
<p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>sentences</b> using <i>and</i></p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

<b>YEAR 2</b>				
<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Vocabulary</b>
<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</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>Sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous 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>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 contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

## YEAR 3

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p><b>Word families</b> based on common <b>words</b></p>	<p>Expressing time and cause using conjunctions (<i>e.g. when, so, before, after, while, because</i>), <i>adverbs</i> (<i>e.g. then, next, soon, therefore, or prepositions</i> (<i>e.g. before, after, during, in, because of</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 perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>

## YEAR 4

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>e.g. we were instead of we was, or I did instead of I done</i>)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (<i>e.g. Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organize ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (<i>e.g. the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>

## YEAR 5

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or adverbs (e.g. <i>perhaps</i>, <i>surely</i>)</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>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>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

## YEAR 6

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<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</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</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</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</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>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<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</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>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>