St. Christopher's The Hall School Long Term Planning
Vocabulary, Grammar, Punctuation
Year 1 – Year 6

Year 1

Children will develop their understanding of the concepts by:
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Detail of content to be introduced in Year 1

Word	. 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 . Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) . How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat
Sentence	. How words can combine to make sentences . Joining words and joining clauses using and
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 2

Children will develop their understanding of the concepts by:

- · learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- · learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the simple present and past tenses correctly and consistently,
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - some features of written Standard English

Detail of content to be introduced in Year 2	
Text	. Correct choice and consistent use of present tense and past tense throughout writing . Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list . Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 3 and Year 4

Children will develop their understanding of the concepts by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the simple present, past and future tense consistently, and to start to including the progressive form present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Indicate grammatical and other features by:

- using and understanding the term 'main/independent clause' as well as be introduced to subordinate/dependent clause
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

Detail of content to be introduced in Year 3	
Terminology for pupils	preposition, conjunction, word family, prefix clause, subordinate, clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Detail of content to be introduced in Year 4	
Word	. The grammatical difference between plural and possessive –s . Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	. 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) . Fronted adverbials [for example, Later that day, I heard the bad news.]
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 [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] . Apostrophes to mark plural possession [for example, the girl's name, the girls' names] . Use of commas after fronted adverbials
Terminology for pupils	determiner, pronoun, possessive pronoun, adverbial

Year 5 and Year 6

Children will develop their understanding of the concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the simple and progressive present, past and future tense consistently, and to start to including the perfect form
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Indicate grammatical and other features by:

- using and understanding the term 'main/independent and subordinate/dependent clause, and seeing how the subordinate clause can be manipulated within a sentence
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

Detail of content to be introduced in Year 5	
Word	. Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] . Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun . Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] . Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

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

Detail of content to be introduced in Year 6	
Word	. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	. Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] . Use of the colon to introduce a list and use of semi-colons within lists . Punctuation of bullet points to list information . How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points