

## APPENDIX 2 – Grammar and punctuation

Year	Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
3	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p><b>Word families</b> based on common <b>words</b></p>	<p>Expressing time and cause using <b>conjunctions</b> (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>), <b>adverbs</b> (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>, or <b>prepositions</b> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>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 <b>perfect</b> form of <b>verbs</b> 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 <b>punctuate</b> 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>
4	<p>The grammatical difference between <b>plural</b> and <b>possessive -s</b></p> <p>Standard English forms for <b>verb inflections</b> 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>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p> <p><b>Fronted adverbials</b> (e.g. <i>Later that day</i>, <i>I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b> to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to <b>punctuate</b> direct speech</p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. <i>the girl’s name</i>, <i>the boys’ boots</i>)</p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>pronoun, possessive pronoun, adverbial</p>
5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p><b>Relative clauses</b> 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 <b>modal verbs</b> (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or <b>adverbs</b> (e.g. <i>perhaps</i>, <i>surely</i>)</p>	<p>Devices to build <b>cohesion</b> 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 <b>adverbials</b> 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>

6	<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 <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <u><i>the boy that jumped over the fence is over there</i></u>, or <u><i>the fact that it was raining meant the end of sports day</i></u>)</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 <b>subjunctive</b> in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and <b>ellipsis</b></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 <b>clauses</b> (e.g. It's raining; I'm fed up.)</p> <p>Use of the colon to introduce a list</p> <p><b>Punctuation</b> 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>
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