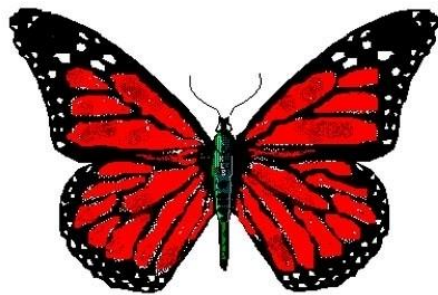


GRAMMAR,
PUNCTUATION AND
SPELLING IN THE NEW
CURRICULUM



SMARDEN PRIMARY
SCHOOL

Vocabulary, Grammar and Punctuation - Years 1 to 6: Statutory Requirements.

The tables below detail new vocabulary to be taught in each year group. The children only need to understand what the new vocabulary means at their level. The definitions are to provide background information for the adults working in the year group. The amount of detail in the definition is not always necessary for the children in Years 1-3; however, by the end of KS2, this higher-level content is explicitly taught. For example, in Year 3, children will need to understand that they use conjunctions to join sentences together; but in Year 6, they will need to understand that there are co-ordinating and subordinating conjunctions and that these determine whether a sentence is simple, compound or complex.

Vocabulary from previous year groups will need to be revised to ensure confidence before moving on to the age-appropriate vocabulary. While the vocabulary may not be introduced for the first time in your year group, please ensure you are confident with the definition of previously taught words (particularly the difference between conjunctions and adverbs). See Spelling Appendix (in white literacy & curriculum folders) for spelling requirements.

Year 1	
New vocabulary to be taught	Definition
Singular	A word denoting or referring to just one person or thing
Plural	A word denoting or referring to more than one
Verb	Verbs are sometimes called 'doing words' because many verbs name an action that someone does. The surest way to identify verbs is by the ways they can be used: they can usually have a tense. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events. Examples: He <u>lives</u> in Birmingham; The teacher <u>wrote</u> a song for the class; He <u>likes</u> chocolate; He <u>knew</u> my father.
Adjective	The surest way to identify adjectives is by the ways they can be used before a noun, to make the noun's meaning more specific e.g. <i>The pupils did some really <u>good</u> work</i> or after the verb be, as its complement e.g. <i>Their work was <u>good</u>.</i>
Sentence	A sentence is a group of words that are grammatically connected to each other but not to any words outside the sentence. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. They can be simple, compound or complex.
Capital letters	A letter written or printed in a size larger than and often in a form differing from its corresponding lowercase letter; an uppercase letter. In Year 1 it is to be used to start sentences and to demarcate the personal pronoun I.
Full stops	A punctuation mark (.) used at the end of a sentence or an abbreviation.
Exclamation marks	A punctuation mark (!) indicating an exclamation.
Question marks	A punctuation mark (?) indicating a question.

Year 2	
New vocabulary to be taught	Definition
Noun	Nouns are often referred to as names of things that you can see or touch. Up to Year 5 this remains the case. They may be classified as common (e.g. <i>boy, day</i>) or proper (e.g. <i>Ivan, Wednesday</i>), and also as countable (e.g. <i>thing, boy</i>) or non-countable (e.g. <i>stuff, money</i>). These classes can be recognised by the determiners they combine with. In Year 5/6 abstract nouns are also introduced e.g. happiness.
Adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. In KS1, pupils will only really be introduced to adverbs of manner (slowly, quickly, loudly) and time to link sentences (After that, Next, The following day). Where an adverb is more than word, it is referred to as an adverbial or adverbial phrase. By the end of KS2, they will need to know how to recognise adverbs of time, manner, degree, place and frequency. For definitions of these, please see Year 6.
Noun phrase	A noun phrase is a phrase with a noun as its head, e.g. <i>some foxes, foxes with bushy tails</i> .
Statement	A definite or clear expression of something in speech or writing.
Question	A sentence in an interrogative form, addressed to someone in order to get information in reply.
Exclamation	A sudden cry or remark expressing surprise, strong emotion, or pain.
Command	An authoritative order.
Simple sentence	A sentence consisting of only one clause. It will not contain a conjunction.
Compound sentence	A sentence consisting of more than one clause. It will contain a co-ordinating conjunction (and, but, so, or, yet, nor). There is an exception to this rule, where a sentence can have 'and' to link nouns, rather than clauses and therefore it remains a simple sentence rather than a compound one, e.g., I like crisps and chocolate.
Suffix	A morpheme added at the end of a word (e.g. <i>-ation, -fy, -ing, -itis</i>). It can often change the meaning or classification of a word.
Tense (past, present)	In English, tense is the choice between present and past verbs. Simple past: <i>He studied yesterday</i> . Present: <i>He studies</i> .
Progressive form of verbs	This shows actions in progress e.g. <i>she is drumming, he was shouting</i> .
Apostrophe to show singular possession	Use of an apostrophe to show what somebody or something possesses. Example: <i>Tom's bag</i> .
Comma to separate items in a list	A comma is used between each item in a list: <i>He took his hat, ball and coat with him</i> . A comma is not needed before the 'and'. As children progress through to KS2, a comma may be necessary if the list is longer or the comma clarifies the meaning of the sentence (A, B, C, and D). In this case, it is referred to as a series, Oxford or Harvard comma. A semi-colon may make this clearer. This is taught in Year 6.

Year 3

New vocabulary to be taught	Definition
Preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions depending on the rest of sentence. Examples: <i>Tom waved goodbye <u>to</u> Christy. She'll be back <u>from</u> Australia <u>in</u> two weeks. I haven't seen my dog <u>since</u> this morning. Contrast: I'm going, <u>since</u> no-one wants me here! (Conjunction: links two clauses).</i>
Conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: <ul style="list-style-type: none"> ▪ co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause. See later year groups for more exact definitions.
Word family	The words in a word family are normally related to each other by a combination of morphology (a word's internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of mouse to mice), grammar and meaning. Examples: to teach – teacher; extend – extent – extensive; grammar – grammatical – grammarian.
Prefix	A prefix is a morpheme that's added in front of a word and often changes the meaning of it. Common prefixes include re-, un-, and mis-. Words can have more than one prefix.
Clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. <u>It was raining</u> . (Single-clause sentence); <u>It was raining</u> but <u>we were indoors</u> . (Two clauses either side of a conjunction). See below for subordinate clause.
Subordinate clause	A clause, which is subordinate to some other part of the same sentence, is a subordinate clause. It will not make sense without the main clause. Example: <u>Even though it was raining</u> , the boy went outside. It often has a subordinating conjunction attached (see Year 6) but can also have an adjective or verb to start e.g. <u>Turning on the light</u> , Bob climbed out of bed.
Direct speech	The writing of speech by repeating the actual words of a speaker, for example "I'm going," she said. The opposite of direct speech is reported or indirect speech.
Inverted commas	Used to be called speech marks. The punctuation marks " " that go around what is said.
Consonant	A consonant is a speech sound that's not a vowel
Vowel	A, E, I, O, U.
Paragraph	A blank line is left and the writing is continued underneath. Paragraphs show a change in place, event or time. They must be indented at the start.
Heading	A title at the head of a page or section of a book.
Sub-heading	A heading given to a subsection of a piece of writing.
Present perfect tense	The verb tense expressing action completed at the present time, formed by combining the present tense of have with a past participle. Example: 'He has gone out to play' instead of 'He went out to play'.

Year 4

New vocabulary to be taught	Definition
Complex sentence	A sentence consisting of more than one clause. It is likely to contain a subordinating conjunction (even though, while, because etc), or adjective/ verb starter which creates a subordinate clause. For example: Whilst brushing his teeth; Arthur had an idea. Arthur had an idea whilst brushing his teeth; Brushing his teeth, Arthur had an idea.
Determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Examples of determiners: articles (the, a or an); demonstratives (e.g. this, those); possessives (e.g. my, your); quantifiers (e.g. some, every).
Pronoun	Pronouns take the place of nouns. There five types of pronoun: Personal Pronoun (I, he, she); Possessive Pronoun (mine, hers, its); Reflexive Pronoun (myself, himself, themselves); Relative Pronoun (who, that, which); Demonstrative Pronoun (this, these, that).
Possessive pronoun	Possessive Pronoun indicates close possession or ownership or relationship of a thing/person to another thing/person e.g. yours, mine, his, hers, ours, theirs, hers.
Adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.
Apostrophe to mark plural possession	An 's should be used when the collective noun does not end in s (children, women); whereas just an apostrophe is used when the collective noun ends in s (swans, cats).
Plural and Possessive differences	Using 's to show possession. A common misconception is to use 's to show plurals e.g. the swan's swam in their lake.
Standard English	Standard English can be recognised by the use of a very small range of forms such as <i>those books</i> , <i>I did it</i> and <i>I wasn't doing anything</i> (rather than their non-Standard equivalents); it is not limited to any particular accent. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.
Commas after fronted adverbials	Commas placed after an adverbial at the start of a sentence e.g. <i>Later that day, I heard the bad news.</i>

Year 5

New vocabulary to be taught	Definition
Modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.
Adverbs of degree	Adverbs of degree are usually placed before the adjective or adverb they are modifying. Examples: almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very, extremely.
Relative pronoun	A relative pronoun is a type of pronoun that often introduces dependent/subordinate (or relative) clauses in sentences. They also can stand alone as the subject or object of a sentence. There is a specific list of relative pronouns, and here they are: who, whoever, whom, whomever, that, which, when, where, and whose.
Relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun, though the relative pronoun that is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.
Parenthesis	A word or phrase inserted as an explanation or afterthought into a passage that is grammatically complete without it. It is usually marked off by brackets, dashes, or commas.
Bracket	Punctuation to add information that is not intended to be as important as the rest of the sentence ().
Commas to clarify meaning or avoid ambiguity	Placing commas between clauses to aid understanding and pronunciation.
Dash	Punctuation used as a singular – or a pair - - to add information that is deemed to be important to a sentence. The rest of the sentence must make sense without it.
Cohesion	A text has cohesion if it is clear how the meanings of its parts fit together.
Ambiguity	A text is ambiguous if it is unclear meaning or intended pronunciation.

Year 6	
New vocabulary to be taught	Definition
Subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is just before the verb in a statement or just after the auxiliary verb, in a question. Examples: <i>That is uncertain.</i> <i>The children will study the animals.</i> <i>Will the children study the animals?</i>
Object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. <i>Year 2 designed puppets.</i> [Noun acting as object] <i>I like that.</i> [Pronoun acting as object]
Active voice	Follows the standard arrangement of subject and object: <i>The school arranged a visit.</i>
Passive voice	The object becomes the subject of the sentence: <i>A visit was arranged by the school.</i>
Co-ordinating conjunction	A conjunction placed between words, phrases, clauses, or sentences of equal rank, e.g. and, but, or, so, yet, nor. This creates a compound sentence.
Subordinating conjunction	a conjunction that introduces a subordinate clause, e.g. although, because, even though, while. This creates a complex sentence.
Synonym	Two words are synonyms if they have the same meaning, or similar meanings e.g. old and elderly.
Antonym	Two words are antonyms if they have opposite meanings e.g. old and young.
Indirect or reported speech	Where the speech is reported on but not directly quoted with inverted commas, e.g. Tom said that he was hungry rather than Tom said, "I am hungry."
Imperative verb	Imperative verbs are verbs which create an imperative sentence, i.e. a sentence that gives an order. It will always sound like the speaker is bossing someone around. Imperative verbs don't leave room for questions or discussion, even if the sentence has a polite tone. Examples: chop, cut, close.
Ellipsis	An ellipsis ... (plural: ellipses) is a punctuation mark consisting of three dots. Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant. They can also create suspense.
Hyphen	Hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> . They are shorter than a dash in length.
Colon	a punctuation mark (:) used to precede a list of items, a quotation, or an expansion or explanation.
Semi-colon	a punctuation mark (;) indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma. It can be used to link two closely related clauses or to separate complex lists.
Bullet points	Punctuation used to set out each new point in a list

Formal	A language or layout designed for use in situations in which colloquial language is unsuitable. You tend to find formal language in academic journals, official documents and notices where it brings an extra degree of seriousness to the subject. This often involves the use of the passive voice or third person.
Informal	The opposite of formal. The language and layout will be more casual.
Subjunctive mood	Expressing what is imagined or wished or possible. Example: 'If I were' or 'Were they to come' in some very formal writing and speech.
Cohesive devices	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices: determiners and pronouns, which can refer back to earlier words; conjunctions and adverbs, which can make relations between words clear; or ellipsis of expected words.
Root word	A root word is a word in its own right. For example, the word lovely consists of the word love and the suffix -ly. In contrast, a root is the basis of a new word, but it does not typically form a stand-alone word on its own. We define the root word as the part of a word that is left when all prefixes and suffixes have been removed.

Additional Year 6 content (previously in the Level 6 curriculum)

Year 6 Continued	
New vocabulary to be taught	Examples
Adverb of manner (how?)	slowly, quickly, happily, etc.
Adverb of time (when?)	tomorrow, now, later, etc.
Adverb of place (where?)	there, here, nearby, everywhere, etc.
Adverb of degree (how much?)	quite, rather, somewhat, a little, etc.
Adverb of frequency (how often?)	sometimes, rarely, always, never, etc.
Article (determiner)	the, a or an only
Demonstrative (determiner)	this, these, that, those (Used in front of a noun)
Possessive (determiner)	my, your, his, its, out, their, hers
Quantifier (determiner)	some, every, all, enough, many, both, either, each, few
Numerals (determiner)	one, two, three, four etc
Personal pronoun	I, he, she, it, they, me, him, her, us, them
Possessive pronoun	my, mine, our, ours, its, his, her, hers, their, theirs, your and yours
Reflexive Pronoun	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
Relative Pronoun	who, whom, which, whoever, whomever, whichever, and that
Demonstrative Pronoun	this, these, that, those (Used in place of a noun)

Spelling – Years 1 to 6: Statutory Requirements

This will be attached:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)