Terms in BOLD are listed in the 'Jargon Buster' glossary

	Word Structure	Punctuation	Sentence and Text Structure	Terminology for Pupils
Year 1	Regular **plural noun suffixes** – s or –es (e.g. dog, dogs; wish, wishes). **Suffixes** that can be added to **verbs** (e.g. helping, helped, helper). How the **prefix** un- changes the meaning of **verbs** and **adjectives** (negation, e.g. untie as in 'untie the boat').	Separation of **words** with spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. Capital letters for names and for the personal **pronoun** 'I'.	How **words** can combine to make **sentences**. How 'and' can join words and join **sentences**. Sequencing **sentences** to form short narratives.	word sentence letter capital letter full stop punctuation singular plural question mark exclamation mark
Year 2	Formation of **nouns** using **suffixes** such as –ness, -er. Formation of **adjectives** using **suffixes** such as –ful, -less. Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**.	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. Commas to separate items in a list. **Apostrophes** to mark contracted forms in spelling	**Subordination** (using 'when', 'if', 'that' or 'because') and **coordination** (using 'or', 'and' or 'but'). Expanded **noun phrases** for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). **Sentences** with different form:	verb tense (past and present) adjective noun suffix apostrophe comma

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		(e.g. can't).	statement, question, exclamation, command. The consistent use of **present tense** versus **past tense** throughout texts. Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. she is drumming, he was shouting).	
Year 3	Formation of **nouns** using a range of **prefixes**, such as super-, anti-, auto-. Use of determiners 'a' or 'an' according to whether the next **word** begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> open box). **Word families** based on common **words**.	Introduction to speech marks (inverted commas) to **punctuate** direct speech.	Expressing time and cause using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so) or **prepositions** (e.g. before, after, during, in, because of). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the **perfect form of verbs** to	word family conjunction adverb preposition direct speech inverted commas (or 'speech marks') prefix consonant vowel clause subordinate clause

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			mark relationships of time and cause (e.g. I have written it down so we can check what he said).	
Year 4	The grammatical difference between **plural** and **possessive** **–s**. Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Use of speech marks (inverted commas) to **punctuate** direct speech. Apostrophes to mark singular and **plural** possession (e.g. the girl's name, the boys' boots). Use of commas after **fronted adverbials** (e.g. Later that day, I heard the bad news.)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition. **Fronted adverbials.** Use of paragraphs to organise ideas around a theme. Appropriate choice of **pronoun** or **noun** across **sentences**.	pronoun possessive pronoun adverbial
Year 5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate, -ise, -ify). **Verb prefixes** (e.g. dis-, de-, mis-, over-, and re-).	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	**Relative clauses** beginning with 'who', 'which', 'where', 'why' or 'whose'. Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely). Devices to build **cohesion** within a	relative clause modal verb relative pronoun parenthesis bracket dash determiner cohesion ambiguity

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			paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. 'said' versus 'reported', 'alleged' or 'claimed' in formal speech or writing).	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. **Punctuation** of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken'). Expanded **noun phrases** to convey complicated information concisely (e.g. 'the boy that jumped over the fence is over there' or 'the fact that it was raining meant the end of sports day'). The difference between structures typical of informal speech and structures appropriate for formal	active and passive voice subject and object hyphen synonym colon semi-colon bullet points

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				speech and writing (such as the use of question tags, e.g. 'He's your friend, isn't he?', or the use of the subjunctive in some very formal writing and speech). 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 'on the other hand', 'in contrast' or 'as a consequence), and elision. Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text.	