St Nicolas & St Mary CE Primary



Key Stage 2

Vocabulary, Grammar and Punctuation Progression

| Year 3:  |
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| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech |
| **Terminology for pupils** | preposition conjunctionword family, prefixclause, subordinate clausedirect speechconsonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’) |
| 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 themeAppropriate 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** | determinerpronoun, possessive pronounadverbial |
| 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 pronounIndicating 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 parenthesisUse of commas to clarify meaning or avoid ambiguity |
| **Terminology for pupils** | modal verb, relative pronounrelative clauseparenthesis, bracket, dashcohesion, ambiguity |
| Year 6:  |
| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| **Text** | 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 informationHow 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, objectactive, passivesynonym, antonymellipsis, hyphen, colon, semi-colon, bullet points |