EYFS	• Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Key Stage 1	Year One - Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 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' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. Year Two - Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), 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 present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Lower Key Stage 2	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 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 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 • learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • 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 in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Upper Key Stage 2	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 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 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 (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, 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 in English Appendix 2 accurately and appropriately in discussing their writing and reading.

	Word	Sentence	Text	Punctuation	Terminology for pupils
EYFS	Grapheme/phoneme correspondence and how graphemes are grouped to make words.	Begin to understand how words can combine to make sentences.	Sequence sentences to make short captions.	Begin to separate words with spaces. Use capital letters for names and at the beginning of sentences. Full stops at the end of sentences.	Word Grapheme Letter Phoneme Full stop Capital letter
Year 1	Regular **plural noun suffixes** –s or –es (e.g. 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, e.g. unkind, or undoing, e.g. untie the boat)	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using and.	Sequencing **sentences** to form short narratives.	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*.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Year 2	Formation of nouns using **suffixes** such as –ness, -er and by compounding (e.g. whiteboard, superman). Formation of **adjectives** using **suffixes** such as –ful, -less. (A fuller list of suffixes can be found in NC Y2 spelling appendix.) Use of the **suffixes** –er, -est in **adjectives** and –ly to turn adjectives into **adverbs**.	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but). Expanded **noun phrases** for description and specification (e.g. the blue butterfly, plain flour, the man n the moon). How the grammatical patterns in a **sentence** indicate its function as a **statement, question, exclamation or command.**	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 (e.g. she is drumming, he was shouting).	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.	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma.

Year 3	Formation of **nouns** using a range of **prefixes**, such as super-, anti-, auto-. Use of the forms of a or an according to whether the next word begins with a **consonant** or a **vowel** (e.g. a rock, an open box). **Word families** based on common **words**, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).	Expressing time, place and cause using **conjunctions** (e.g. when, before, after, while, so, because), **adverbs** (e.g. then, next, soon , therefore), 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 **present perfect** form of **verbs** instead of the simple past (e.g. He has gone out to play contrasted with He went out to play.)	Introduction to **inverted commas** to punctuate direct speech.	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').
Year 4	The grammatical difference between **plural** and **possessive** –s. Standard English forms of **verb inflections** instead of local spoken forms (e.g. we were instead of w was, or I did instead of I done).	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** (e.g. Later that day, I heard the bad news.)	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.	Use of inverted commas and other **punctuation** to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, " Sit down!") **Apostrophe**s to mark singular and **plural** possession (e.g. the girl's name, the girls' names). Use of commas after **fronted adverbials.**	Determiner, pronoun, possessive pronoun, adverbial.
Year 5	Converting **nouns** or **adjectives** into **verb**s using suffixes (e.g. – ate; -ise; -ify). **Verb prefixes** (e.g. dis-, de-, mis-, over-, and re-)	**Relative clauses** beginning with who which, where, when, s, that or an omitted relative pronoun. Indicating degrees of possibility using **adverbs** (e.g. perhaps, surly) or **modal verbs** (e.g. might, should, will, must).	Devices to build **cohesion** within a 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).	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter). How words are related by meaning as synonyms and antonyms (e.g. big, large, little).	Use of **passive** 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 [by me]). 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. He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to com in some very formal writing and speech).	Linking ideas across paragraphs using a wider range of **cohesive devices:** 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 **ellipses**. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure texts.	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (.g. It's raining; I'm fed up.) Use of the colon to introduce a list. **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)	Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.