Scantabout Primary School
Grammar – an outline for parents

The information in this leaflet comes primarily from the revised National Curriculum which comes into force from September 2014. Further detail can be found on the DFE website.

Vocabulary, Grammar and punctuation Y1 to Y6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –*s* or –*es* [for example, *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, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences**
	Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	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*
Terminology for pupils	letter, capital letter
	word, singular, plural
	sentence
	punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*]
	Formation of **adjectives** using **suffixes** such as –*ful*, –*less*
	Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*)
	Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	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 [for example, *she is drumming*, *he was shouting*]

Year 2: Detail of content to be introduced (statutory requirement)	
Punctuation	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 and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase
	statement, question, exclamation, command,
	compound, adjective, verb,
	suffix
	adverb
	tense (past, present)
	apostrophe, comma

Year 3: Detail of content to be introduced (statutory requirement)	
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 material
	Headings and sub-headings to aid presentation
	Use 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	adverb, preposition conjunction
	word family, prefix
	clause, subordinate clause
	direct speech
	consonant, consonant letter vowel, vowel letter
	inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
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 theme Appropriate 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	determiner pronoun, possessive pronoun adverbial

Year 5: Detail of content to be introduced (statutory requirement)	
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 pronoun Indicating 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 parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
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 information How 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, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Term	Guidance	Example
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	Active: *The school **arranged** a visit.* Passive: *A visit **was arranged** by the school.*
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 grammar ▪ after the verb *be*, as its complement.	*The pupils did some really **good** work.* *Their work was **good**.*
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.	*Usha soon started snoring **loudly**.* *That match was **really** exciting!*
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause.	The *bus leaves **in five minutes**. She promised to see him **last night**.*
antonym	Two words are antonyms if their meanings are opposites.	*hot – cold; light – dark; light – heavy*
apostrophe	Apostrophes have two completely different uses: ▪ showing the place of missing letters (e.g. *I'm* for *I am*) ▪ marking possessives (e.g. *Hannah's mother*).	*I'm going out and I **won't** be long.* [showing missing letters] ***Hannah's** mother went to town in Justin's car.* [marking possessives]
article	The articles *the* (definite) and *a* or *an* (indefinite) are the most common type of determiner.	***The** dog found **a** bone in **an** old box.*
clause	A clause is a special type of phrase which includes a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.	*It was raining.* *It was raining but we were indoors.*
compound, compounding	A compound word contains at least two root words in its morphology; e.g. *whiteboard, superman*.	*blackbird, blow-dry, bookshop, ice-cream, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow*

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Conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: ▪ co-ordinating conjunctions (e.g. *and*) link two words or phrases together as an equal pair ▪ subordinating conjunctions (e.g. *when*) introduce a subordinate clause.	*Kylie is young **but** she can kick the ball hard.* [links two clauses as an equal pair] *Everyone watches **when** Kyle does back-flips.* [introduces a subordinate clause]
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages. Many words in English have come from Greek, Latin or French.	The word *school* was borrowed from a Greek word (*skholé*) meaning 'leisure'. The word *mutton* comes from French *mouton*, meaning 'sheep'.
future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb.	*He **will leave** tomorrow* *He **leaves** tomorrow.* *He **is going to leave** tomorrow.*
homonym	Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.	*Has he **left** yet? Yes – he went through the door on the **left**.* *The noise a dog makes is called a **bark**. Trees have **bark**.*
homophone	Two different words are homophones if they sound exactly the same when pronounced.	*hear, here* *some, sum*
infinitive	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. *walk, be*).	*I want **to walk**.* *I will **be quiet**.*
main clause	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	*It was raining but the sun was shining*. [two main clauses] *The man who wrote it told me that it was true*. [one main clause containing two subordinate clauses.]
noun	The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The __ matters/matter."	*Our **dog** bit the **burglar** on his behind!* *My big **brother** did an amazing jump on his **skateboard**.*
noun phrase	A noun phrase is a phrase with a noun as its head, e.g. *some foxes, foxes with bushy tails*.	***Adult foxes** can jump*

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passive	The sentence *It was eaten by our dog* is the passive of *Our dog ate it.*	*A visit **was arranged** by the school.* *Our cat got run over by a bus.*
past tense	Verbs in the past tense are commonly used to: ▪ talk about the past ▪ talk about imagined situations ▪ make a request sound more polite. Most verbs take a suffix *–ed*, to form their past tense, but many commonly-used verbs are irregular.	*Tom and Chris **showed** me their new TV.* *Antonio **went** on holiday to Brazil.* *I wish I **had** a puppy.* *I **was hoping** you'd help tomorrow*
phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'.	*She waved to **her elderly mother**.* [a noun phrase, with the noun *mother* as its head]
plural	A plural noun normally has a suffix –*s* or –*es* and means 'more than one'. There are a few irregular nouns (e.g. *mice, formulae*).	*dog**s*** [more than one dog]*; box**es*** [more than one box] *mice* [more than one mouse]
possessive	A possessive can be: ▪ a noun followed by an apostrophe, with or without *s* ▪ a possessive pronoun.	*Tariq's book* [Tariq has the book] *The boys' arrival* [the boys arrive] *That essay is mine.* [I wrote the essay]
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	***un**happy, **dis**appear*
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions.	*Tom waved goodbye **to** Christy. She'll be back **from** Australia **in** two weeks.*
present tense	Verbs in the present tense are commonly used to: ▪ talk about the present ▪ talk about the future.	*Jamal **goes** to the pool every day.* *He **can** swim.* *My friends **are coming** to play.*
pronoun	Pronouns are used like nouns and replace nouns in sentences.	***Amanda** waved to **Michael** →* ***She** waved to **him**.*
root word	Morphology breaks words down into root words, which can stand alone,	*played* [the root word is *play*]

Term	Guidance	Example
	and suffixes or prefixes which can't. For example, *help* is the root word for other words in its word family such as *helpful*, *helpless*, *helping*.	*unfair* [the root word is *fair*] *football* [the root words are *foot* and *ball*]
sentence	A sentence is a group of words which are grammatically connected to each other. They can be a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.	*You are my friend.* [statement] *Are you my friend?* [question] *Be my friend!* [command] *What a good friend you are!* [exclamation] *She went shopping but took back everything she had bought because she didn't like any of it.* [multi-clause sentence]
subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'.	***Rula's mother*** *went out.* ***The children*** *will study the animals.* *Will* ***the children*** *study the animals?*
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause;	*That's the street* ***where Ben and his family live.*** *He watched her* ***as she disappeared.***
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word.	*call – call**ed*** *teach – teach**er*** [turns a verb into a noun]
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	*talk – speak* *old – elderly*
tense	In English, tense is the choice between present and past verbs,	*He* ***studies***. [present tense] *He* ***studied*** *yesterday*. [past tense]
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future).	*He lives in Birmingham* *The teacher wrote a song for the class.* *He likes chocolate.*