Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular **plural noun suffixes** *–s* or *–es* *(e.g. dog, dogs; wish, wishes)*	How **words** can combine to make **sentences**	Sequencing **sentences** to form short narratives	Separation of **words** with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to **verbs** (*e.g. helping, helped, helper)*	How *and* can join **words** and join **sentences**	The consistent use of **present tense** versus **past tense** throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat)*	**Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but)	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)	Capital letters for names and for the personal **pronoun** *I*	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of **nouns** using **suffixes** such as *–ness, –er*	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences**	
Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of **suffixes** can be found in the spelling annex.)	**Sentences** with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	pronoun, possessive pronoun, adverbial
Use of the **suffixes** *–er* and *–est* to form comparisons of **adjectives** and **adverbs**	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)	Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	**Apostrophes** to mark contracted forms in spelling	
Formation of **nouns** using a range of **prefixes**, such as *super–, anti–, auto–*	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the **determiners** a or an according to whether the next **word** begins with a consonant or a vowel (e.g. *a rock, an open box)*	Fronted **adverbials**	Appropriate choice of **pronoun** or **noun** across **sentences**	Use of speech marks to **punctuate** direct speech	
Word families based on common **words**	**Relative clauses** beginning with who, which, where, why, or whose	Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and **plural** possession (e.g. the girl's name, the boys' boots)	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
The grammatical difference between **plural** and **possessive** *-s*	Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely)	Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted **adverbials** (e.g. Later that day, I heard the bad news.)	
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 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)	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**.	Brackets, dashes or commas to indicate parenthesis	
Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*)	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)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. *dis–, de–, mis–, over–* and *re–*)			Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma.	
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)	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 the **subjunctive** in some very formal writing and speech)		**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)	

All terms in **bold** should be understood with the meanings set out in the glossary.

Key:
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

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