

**Supplementary Guidance
Vocabulary, Grammar
and Punctuation: Years 1-6**

Handford Hall Primary School

Year 1: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>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</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

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Year 2: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>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]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

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Year 3: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], <i>adverbs</i> [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

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Year 4: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>The grammatical difference between plural and possessive –s</p> <p>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]</p>	<p>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)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>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!”]</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>Use of commas after fronted adverbials</p>	<p>determiner pronoun, possessive pronoun adverbial</p>

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Year 5: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

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Year 6: Detail of Content to be Introduced

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>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].</p>	<p>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)].</p> <p>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]</p>	<p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>n 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</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

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Glossary

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	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb <i>be</i>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.</p>	<p>The pupils did some really <u>good</u> work.</p> <p>Their work was <u>good</u>.</p> <p>Not adjectives: The lamp <u>glowed</u>. [verb] It was such a bright <u>red</u>! [noun] He spoke <u>loudly</u>. [adverb] It was a French <u>grammar</u> book. [noun]</p>
adverb	<p>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.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.</p>	<p>Usha soon started snoring loudly. That match was really exciting! We don't get to play games very often. Fortunately, it didn't rain.</p> <p>Not adverbs:</p> <ul style="list-style-type: none"> • Usha went up the stairs[preposition phrase used as adverbial] • She finished her work this evening. [noun phrase used as adverbial] • She finished when the teacher got cross. [subordinate clause used as adverbial]
Adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses .	The bus leaves in five minutes. She promised to see him last night She worked until she had finished.

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antonym	Two words are antonyms if their meanings are opposites.	hot – cold light – dark light – heavy
apostrophe	Apostrophes have two completely different uses: <ul style="list-style-type: none"> • 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.
Auxiliary verb	The auxiliary verbs are: be, have, do and the modal verbs . They can be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> • be is used in the progressive and passive • have is used in the perfect • do is used to form questions and negative statements if no other auxiliary verb is present 	They are winning the match. [be used in the progressive] Have you finished your picture? [have used to make a question, and the perfect] No, I don't know him. [do used to make a negative; no other auxiliary is present] Will you come with me or not? [modal verb will used to make a question about the other person's willingness]
Clause	A clause is a special type of phrase whose head is a verb . Clauses can sometimes be complete sentences. Clauses can be main or subordinate . Traditionally a clause had to have a finite verb but most modern grammarians also recognise non-finite clauses.	It was raining. [single-clause sentence] It was raining but we were indoors.[two finite clauses] If you are coming to the party, please let us know. [finite subordinate clause inside a finite main clause] Usha went upstairs to play on her computer. [non-finite clause]
Cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear. Some examples of cohesive devices are: <ul style="list-style-type: none"> • determiners and pronouns, which can refer back to earlier words • conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words. 	Julia's dad bought her a football. The football was expensive! Joe was given a bike for Christmas. He liked it very much. We'll be going shopping before we go to the park. I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea. Where are you going? To school!

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Complement	<p>A verb's subject complement adds more information about its subject, and its object complement does the same for its object.</p> <p>Unlike the verb's object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p>She is our teacher. They seem very competent. Learning makes me happy.</p>
Compound, compounding	<p>A compound word contains at least two root words in its morphology; e.g. whiteboard, superman. Compounding is very important in English.</p>	<p>Blackbird, blow-dry, ice-cream, bone-dry, daydream, outgrow</p>
Conjunction	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> • 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. 	<p>James bought a bat and ball. Kylie is young but she can kick the ball hard. Everyone watches when Kyle does back-flips. Joe can't practise kicking because he's injured.</p>
Ellipses	<p>Ellipsis is the omission of a word or phrase which is expected and predictable</p>	<p>Frankie waved to Ivana and she watched her drive away. She did it because she wanted to do it.</p>
Homonym	<p>Two different words are homonyms if they both look exactly the same when written, and sound exactly the same when pronounced.</p>	<p>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.</p>
Homophone	<p>Two different words are homophones if they sound exactly the same when pronounced.</p>	<p>hear, here some, sum</p>
Main clause	<p>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.</p>	<p>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.] She said, "It rained all day." [one main clause containing another.]</p>
Modal verbs	<p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought.</p> <p>A modal verb only has finite forms and has no suffixes (e.g. I sing – he sings, but not I must – he musts).</p>	<p>I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might.]</p>
Noun	<p>Nouns are sometimes called naming words because they name</p>	<p>Our dog bit the burglar on his behind!</p>

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	<p>people, places and things.</p> <ul style="list-style-type: none"> • Common (by, day) • Proper (Ivan, Wednesday) 	<p>My big brother did an amazing jump on his skateboard. Actions speak louder than words.</p> <p>Not nouns:</p> <ul style="list-style-type: none"> • He's behind you! [this names a place, but is a preposition, not a noun] • She can jump so high! [this names an action, but is a verb, not a noun]
Passive	<p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>.</p> <p>A passive is recognisable from:</p> <ul style="list-style-type: none"> • the past participle form eaten • the normal object (it) turned into the subject • the normal subject (our dog) turned into an optional • preposition phrase with by as its head • the verb be(was), or some other verb such as get. <p>Contrast active. A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.</p>	<p>A visit was arranged by the school. Our cat got run over by a bus.</p> <p>Active versions:</p> <ul style="list-style-type: none"> • The school arranged a visit. • A bus ran over our cat. <p>Not passive:</p> <ul style="list-style-type: none"> • He received a warning. [past tense, active received] • We had an accident. [past tense, active had]
Past tense	<p><u>Verbs</u> in the past tense are commonly used to:</p> <ul style="list-style-type: none"> • talk about the past • talk about imagined situations • make a request sound more polite. <p>Most verbs take a <u>suffix</u> –ed, to form their past <u>tense</u>, but many commonly-used verbs are irregular.</p>	<p>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.</p>
Possessive	<p>A possessive can be:</p> <ul style="list-style-type: none"> • a <u>noun</u> followed by an <u>apostrophe</u>, with or without s • a possessive <u>pronoun</u>. <p>The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'.</p>	<p>Tariq's book [Tariq has the book] The boys' arrival [the boys arrive] His obituary [the obituary is about him] That essay is mine. [I wrote the essay]</p>
Prefix	<p>A prefix is added at the beginning of a word in order to turn it into another word.</p>	<p>overtake, disappear</p>
Preposition	<p>A preposition links a following <u>noun</u>, <u>pronoun</u> or <u>noun phrase</u> to some other word in the sentence.</p>	<p>Tom waved goodbye to Christy. She'll be back from Australia in two weeks.</p>

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	<p>Prepositions often describe locations or directions, but can describe other things, such as relations of time.</p> <p>Words like before or since can act either as prepositions or as <u>conjunctions</u>.</p>	I haven't seen my dog since this morning.
Pronoun	<p>Pronouns are normally used like <u>nouns</u>, except that:</p> <ul style="list-style-type: none"> • they are grammatically more specialised • it is harder to modify them <p>In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.</p>	<p>Amanda waved to Michael. She waved to him.</p> <p>John's mother is over there. His mother is over there. The visit will be an overnight visit. This will be an overnight visit.</p> <p>Simon is the person: Simon broke it. He is the one who broke it.</p>
Punctuation	<p>Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - () " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.</p>	"I'm going out, Usha, and I won't be long," Mum said.
Subordinate clause	<p>A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in The apple that I ate was sour, the clause that I ate is subordinate to apple (which it modifies). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in <i>It was sour but looked very tasty</i>.</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p>That's the street where Ben lives. [relative clause; modifies street]</p> <p>He watched her as she disappeared. [adverbial; modifies watched]</p> <p>What you said was very nice. [acts as subject of was]</p> <p>She noticed an hour had passed. [acts as object of noticed]</p> <p>Not subordinate: He shouted, "Look out!"</p>
Suffix	<p>A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike <u>root words</u>, suffixes cannot stand on their own as a complete word.</p>	<p>call – called</p> <p>teach – teacher [turns a verb into a noun]</p> <p>terror – terrorise [turns a noun into a verb]</p> <p>green – greenish [leaves word class unchanged]</p>
Synonym	<p>Two words are synonyms if they have the same meaning, or similar meanings.</p>	<p>talk – speak</p> <p>old – elderly</p>
Verb	<p>The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u>, either <u>present</u> or <u>past</u> (see also <u>future</u>).</p>	<p>He lives in Birmingham. [present tense]</p> <p>The teacher wrote a song for the class. [past tense]</p> <p>He likes chocolate. [present tense; not an action]</p>

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	<p>Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions.</p>	<p>He knew my father. [past tense; not an action]</p> <p>Not verbs: The walk to Halina's house will take an hour. [noun] All that surfing makes Morwenna so sleepy! [noun]</p>
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