

Terminology for Pupils

word

sentence

letter

capital letter

full stop

punctuation

singular

plural

question mark

exclamation mark

Year 1 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in appendix 2 by:

- leaving spaces between words
- joining words and joining sentences 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 in column 1 in year 1 in Appendix 2
- use the grammatical terminology in Appendix 2 in discussing their writing

Terminology for Pupils

verb

tense (past, present)

adjective

noun

noun phrase

statement

question

exclamation

command

compound

suffix

apostrophe

comma

Y2 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see appendix 2) including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms
- learning how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify; e.g. *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*)
- Learning the grammar in column 1 of year 2 in Appendix 2
- using some features of written Standard English
- use and understand the grammatical terminology in Appendix 2 in discussing their writing.

Terminology for Pupils – Year 3

word family

conjunction

adverb

direct speech

inverted commas (or 'speech marks')

prefix

consonant letter

vowel letter

noun phrase

exclamation

command

compound

suffix

apostrophe

comma

Y3 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. *when, if, because, although*
- Using the perfect form of verbs to mark relationships of time and cause
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- Learning the grammar in column 1 of year 3 and 4 in Appendix 2

Indicate grammatical and other features by:

- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify; e.g. *the blue butterfly*

With all the grammar the children are not only expected to use it but to be able to identify it by its correct name in a given piece of text

Terminology for Pupils – Year 4

Pronoun

Possessive pronoun

Fronted adverbial

Preposition

Clause

Subordinate clause

Consonant

Vowel

Bullet Points

Possessive Apostrophe

Y4 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. *when, if, because, although*
- Using the perfect form of verbs to mark relationships of time and cause
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- Learning the grammar in column 1 of year 3 and 4 in Appendix 2

Indicate grammatical and other features by:

- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.
- Using fronted adverbials
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with singular and plural nouns
- Brackets as parenthesis

With all the grammar the children are not only expected to use it but to be able to identify it by its correct name in a given piece of text

Terminology for Pupils – Y5

relative clause

modal verb

relative pronoun

Parenthesis

Dash

Ambiguity

Adverbial

Synonym

Antonym

Y5 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- 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 in column 1 of year 1 (?) in 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 main clauses
- Using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

With all the grammar the children are not only expected to use it but to be able to identify it by its correct name in a given piece of text

Terminology for Pupils – Y6

active
passive
subject
object
hyphen
ellipsis
colon
semi-colon
bullet points
cohesion

Y6 Programme of Study

Pupils should be taught to:

Develop their understanding of the concepts set out in Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive forms
- using the passive voice to affect the presentation of information in a sentence
- 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 in column 1 of year 1 (?) in 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 main clauses
- Using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.
- ***With all the grammar the children are not only expected to use it but to be able to identify it by its correct name in a given piece of text***