



Homerswood Primary and Nursery School Vocabulary, grammar and punctuation Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	<ul style="list-style-type: none"> Use a range of small tools competently and confidently e.g. pencils, paint brushes, scissors and knives. (Physical Development) <p>Gives meaning to marks as they draw and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Write recognisable letters, most of which are correctly formed (ELG Writing)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (Physical Development)</p> <p>Writes own name and other words such as labels and captions.</p> <p>Accurate letter formation (Little Wandle SSP scheme)</p>	<ul style="list-style-type: none"> Regular plural noun suffixes –s or -es (e.g. dog, dogs, wish, wishes) Suffixes that can be added to verbs (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). Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. Sequenced simple sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds & Familiar settings) Sentences are in chronological order to recount an event or experience (Recounts and Information texts) Instructions set out a process using numbers and clearly marked sections. Use PenPal handwriting scheme Spelling is practised as different digraphs and trigraphs are introduced. Alternative spellings of sounds introduced. 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, -er. Formation of adjectives using suffixes such as –ful, -less. Use of the suffixes –er and –est to form comparison of adjectives and adverbs. Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers. Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion. Use Penpal Handwriting Scheme Use Spelling Shed Scheme 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes, such as super-, anti-, auto-). Use of the determiners a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words. Headings, subheadings, photographs and illustrations are used to aid presentation in reports, recount and instructions. Conjunctions to express time, place, and cause (when, before, after, while, so or because) Use of adverbs (then, next, soon, therefore,) or prepositions (before, after ,during, in, because of) within compound sentences. Evidence of ability to independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum. Imperatives are used directly and indirectly. Use PenPal handwriting scheme Use Spelling Shed Scheme 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive – s. Standard English forms for verb inflections instead of local spoken forms. Produce carefully thought out plans that match finished independent pieces Narratives (Historical, imaginary worlds and dilemmas are well paced, with a build-up and complication that lead to a defined ending. Descriptions are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. Characters are created with interaction to reveal feelings Variety of sentences are used made up of phrases and different clause types. Paragraphs organise ideas around a theme . Use PenPal handwriting scheme Use Spelling Shed Scheme 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify). Verb prefixes (e.g. dis-, de-, mis-, over- and re-). Planning takes account of the audience and purpose of the writing. Narratives develop characters , settings and atmosphere through detailed descriptions. Paragraphing is controlled to organise writing into different information or events. <p>Evidence of the application of specific features to ensure a text type matches its intention.</p> <p>Casual and logical connectives are used in addition to time openers(however or therefore)</p> <p>Cohesion of paragraphs is built up through the use of then, after, that, this or firstly. Use PenPal handwriting scheme Use Spelling Shed Scheme</p>	<ul style="list-style-type: none"> 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). Planning uses paragraphs to structure the plot in narrative (suspense, flashbacks and quest) showing changes in time, place and events. In non-fiction (biographies, newspapers, persuasions and arguments) paragraphs organise information logically. Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials(on the otherhand, in contrast to or as a consequence) or ellipsis Controlled use of wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables Use PenPal handwriting scheme. Use Spelling Shed Scheme



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Sentence Structure	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences Write simple phrases and sentences that can be read by others (ELG Writing) 	<ul style="list-style-type: none"> How words can combine to make sentences. Some compound sentences using and, then, but. Evidence of an ability to comment both orally and in writing on the different features of fiction and non-fiction text types covered. 	<ul style="list-style-type: none"> Subordination (using when, if, that or because) and co-ordination (using or and or but). Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). Sentences with different forms (statement, question, exclamation, command). 	<ul style="list-style-type: none"> 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, during, after, in, because, of). 	<ul style="list-style-type: none"> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. Fronted adverbials. 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, why or where. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely). 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. Expanded noun phrases to convey the complicated information concisely. The difference between structures of typical of informal speech and structures appropriate for formal speech and writing or the use of the subjective in some very formal writing and speech.
Text Structure	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG Writing) <p>Write some irregular words. Write some words spelt correctly and others are phonetically plausible. (ELG Writing)</p>	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> The consistent use of present tense versus past tense throughout texts. 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). 	<p>Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation. Use of the perfect forms of verbs to mark relationships of time and cause.</p>	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences. 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time, place and number. Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degree of possibility. 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of 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. Layout devices such as headings, subheadings, columns, bullets, or tables to structure text.
Punctuation	<ul style="list-style-type: none"> Begin to use capital letters, finger spaces and full stops in independent writing. Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases. (ELG Fine Motor) 	<ul style="list-style-type: none"> Separation of words with spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. <p>To write their first name and surname independently.</p>	<ul style="list-style-type: none"> Capital letters, full stops, question marks, and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark contracted forms in spelling. 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use of inverted commas to punctuate direct speech. Apostrophes to mark singular and plural possession. Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses 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.



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	To write their first name and starting to write surname independently. Use finger spaces some of the time.	Use finger spaces most of the time.					
Terminology for pupils	<ul style="list-style-type: none"> Word, sentence, letter, capital letter, full stop, finger space 	<ul style="list-style-type: none"> word, sentence, letter, capital letter, full stop, finger spaces, punctuation, singular, plural, question mark, exclamation mark 	Verb, tense (past, present), adjective, adverb, noun, noun phrase, suffix, apostrophe, comma, command, compound, exclamation, question	Word family, conjunction, word family, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause.	Determiner, pronoun, possessive pronoun, adverbial.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	Active and passive voice, subject, object, hyphen, synonym, antonym, colon, semi-colon, bullet points, ellipsis.