



## Unlocking the potential ..... Spelling, Punctuation and Grammar End of Year Expectations in our School

| Word Structure  | Punctuation   | Sentence/Text Structure   | Terminology   | Handwriting   |
|---|---|---|---|---|
| <p>1 Regular <b>plural noun suffixes</b> –S or –es (e.g. dog, dogs; wish, wishes).</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper).</p> <p>How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. untie as in 'untie the boat').</p> | <p>Separation of <b>words</b> with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Use capital letters of people, places and days of the week.</p> <p>Capital letters for names and for the personal <b>pronoun</b> 'I'</p> | <p>How <b>words</b> can combine to make <b>sentences</b>.</p> <p>How 'and' can join words and join <b>sentences</b>.</p> <p>Sequencing <b>sentences</b> to form short narratives.</p>   | <p>Word sentence<br/>letter<br/>capital letter<br/>full stop<br/>punctuation<br/>singular<br/>plural<br/>question mark<br/>exclamation mark</p>                                     | <p>Sit correctly at a table, holding a pencil Comfortably and correctly.</p> <p>Begin to form lower-case in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0 – 9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>   |
| <p>2 Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, -er, ment.</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, -less.</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b>. Add –ly to turn adjectives into adverbs.</p>  | <p>Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Commas to separate items in a list.</p> <p><b>Apostrophes</b> to mark contracted forms in spelling (e.g. can't).</p>   | <p><b>Subordination</b> (using 'when', 'if', 'that' or 'because') and <b>coordination</b> (using 'or', 'and' or 'but').</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p><b>Sentences</b> with different form: statement, question, exclamation, command.</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts.</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> | <p>verb<br/>tense (past and present)<br/>adjective<br/>noun<br/>noun phrase<br/>statement<br/>suffix<br/>apostrophe<br/>comma<br/>command<br/>compound<br/>tense (past/present)</p> | <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters</p> |



|   | Word Structure   | Punctuation   | Sentence/Text Structure   | Terminology  | Handwriting  |
|---|--|---|---|--|--|
| 3 | <p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as super-, anti-, auto-.</p> <p>Use of determiners 'a' or 'an' according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <u>a</u> rock, <u>an</u> open box).</p> <p><b>Word families</b> based on common <b>words</b> (solve/solver/solution)</p> | <p>Introduction to speech marks (inverted commas) to <b>punctuate</b> direct speech.</p>  | <p>Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because, if , although),</p> <p><b>adverbs</b> (e.g. them, next, soon, so) or</p> <p><b>prepositions</b> (e.g. 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 <b>perfect form of verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> | <p>word family<br/>conjunction<br/>adverb<br/>preposition<br/>direct speech<br/>inverted commas (or 'speech marks')<br/>prefix<br/>consonant<br/>vowel<br/>clause<br/>subordinate clause</p> | <p><b>Year 3 and 4</b></p> <p>Use the correct joining strokes that are needed to join letters.</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> |
| 4 | <p>The grammatical difference between <b>plural</b> and <b>possessive –s</b>.</p> <p>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').</p>   | <p>Use of speech marks (inverted commas) to <b>punctuate</b> direct speech.</p> <p>Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boy's boots).</p> <p>Use of commas after <b>fronted adverbials</b> (e.g. Later that day, I heard the bad news).</p> | <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to avoid ambiguity and repetition.</p> <p><b>Fronted adverbials.</b><br/>Later that day, I heard the bad news.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p><b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns</b> and <b>preposition</b> phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>   | <p>pronoun<br/>possessive<br/>pronoun<br/>adverbial<br/>determiner</p>   |  |



## *Unlocking the potential* ..... Spelling, Punctuation and Grammar End of Year Expectations in our School

|   | Word Structure  | Punctuation   | Sentence/Text Structure  | Terminology   | Handwriting  |
|---|---|---|--|---|--|
| 5 | <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate, -ise, -ify).</p> <p><b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-).</p>                           | <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>  | <p><b>Relative clauses</b> beginning with ‘who’, ‘which’, ‘where’, ‘why’ or ‘whose’.</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).</p> <p>Devices to build <b>cohesion</b> within a paragraph (e.g. the, after that, this, firstly).</p> <p>Linking idea across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> | <p>relative clause<br/>modal verb<br/>relative pronoun<br/>parenthesis<br/>bracket<br/>dash<br/>determiner<br/>cohesion<br/>ambiguity</p> | <p><b>Year 5 and 6</b><br/>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</p> |
| 6 | <p>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).</p> | <p>Use of semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. ‘man eating shark’, or ‘recover’ versus ‘re-cover’).</p> | <p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. ‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken’).</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. ‘the boy that jumped very high’ or ‘the fact that it was raining meant the end of sports day’).</p>  |   |  |



| Word Structure | Punctuation | Sentence/Text Structure   | Terminology | Handwriting |
|----------------|-------------|---|-------------|-------------|
|                |             | <p>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).</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or <b>phrase</b>), grammatical connections (e.g. the use of <b>adverbials</b> such as 'on the other hand', 'in contrast' or 'as a consequence), and elision.</p> <p>Layout devices, such as headings, sub headings, columns, bullets or tables to structure text.</p> <p>Revision of all KS2 work including past and present progressive (e.g. 'She is hoping', 'they are hoping', 'he was hoping', 'they were hoping').</p> |             |             |