

Houghton Conquest Lower School

Vocabulary, Grammar and Punctuation- Progression in skills

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 1	<p>Content to be introduced:</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) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • how words can combine to make sentences • how and can join words and join sentences • joining words and joining clauses using and 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives 	<p>Content to be introduced:</p> <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 • capital letters for names of people, places, days of the week and for the personal pronoun I 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark
Year 2	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • formation of nouns using suffixes such as -ness, -er • compound nouns • formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverbs 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • subordination (using when, if, that, 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 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) 	<p>Content to be introduced:</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 • apostrophes to mark singular possessions in nouns 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix

Year 3	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • formation of nouns using a range of prefixes, such as super-, anti-, auto- • use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • word families based on common words 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • expressing time, place and cause using: • conjunctions (e.g. when, before, after, while, so, because) • adverbs (e.g. then, next, soon, therefore) • or prepositions (e.g. before, after, during, in, because of) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • introduction to inverted commas to punctuate direct speech 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel • clause • subordinate clause
Year 4	<p>Content to be introduced:</p> <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 (e.g. we were instead of we was, or I did instead of I done) 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • fronted adverbials • use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) • 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>Content to be introduced:</p> <ul style="list-style-type: none"> • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>Content to be introduced:</p> <ul style="list-style-type: none"> • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, “Sit down!”) • apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names) 	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> • pronoun • possessive pronoun • adverbial • determiner