Year	Word	Sentence	Text	Punctuation	Terminology
1	Regular plural noun suffixes —s or —es (e.g. dog, dogs, wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark
	Suffixes that can be added to verbs (e.g. helping, helped, helper)	How 'and' can join words and join sentences		Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	
	How the prefix un— changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)			Capital letters for names and for the personal pronoun 'I'	
2	Formation of nouns: - using suffixes such as —ness, —er - compounding (two words together) e.g. football, whiteboard	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	The consistent use of present tense versus past tense throughout texts	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma
	Formation of adjectives using suffixes such as —ful —less (a fuller list of suffixes can be found in the NC spelling annex.)	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, th e man in the moon)	Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Commas to separate items in a list	
	Use of the suffixes —er and —est to form comparisons of adjectives and use of –ly to adjectives into adverbs	Sentences with different forms: statement, question, exclamation, command		Apostrophes to mark contracted forms in spelling and to mark singular possession in nouns e.g. the girl's coat.	
3	Formation of nouns using a range of prefixes, such as super—, anti— ,auto	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, after, during, in, because of)	Introduction to paragraphs as a way to group related material	Introduction to inverted commas to punctuate direct speech	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')
	Use of the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel. E.g. a box or an elephant.		Headings and sub-headings to aid presentation		
	Word families based on common words e.g. solve, solution,		Use of the perfect form of verbs rather than the simple past e.g 'He has gone out to play.' contrasted with 'He went out to play.'		
4	The grammatical difference between plural and possessive -s	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	Use of paragraphs to organise ideas around a theme	Use of inverted commas to punctuate direct speech and other direct speech punctuation such as commas e.g. The conductor shouted, "Sit down!"	Determiner, pronoun, possessive pronoun, adverbial
	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)		Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
		Fronted adverbials		Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)	
5	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Brackets, dashes or commas to indicate parenthesis	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
	Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs of possibility (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he *had* seen her before)	Use of commas to clarify meaning or avoid ambiguity	
6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said vs reported, find out vs discover, ask vs request)	Use of the passive voice to affect the presentation of information in a sentence (e_g_ I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).	Linking ideas across paragraphs using a wider range of cohesive devices: - semantic cohesion (e.g. repetition of a word or phrase), - grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), - ellipsis	Use of the semi-colon, colon and dash to indicate a stronger subdivision or boundary between clauses in a sentence.	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
		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 e.g. 'If I were…' or 'Were they to come?'		Use of colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information	
	How words are related by meaning as synonyms and antonyms (e.g. big, large, little).		Layout devices, such as headings, subheadings, columns, bullets, or tables, to structure text	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover)	