**Grammar, Punctuation and Spelling Pathway**

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| **Year Group** | **Key Vocabulary** | **Word Structure** | **Sentence Structure** | **Text Structure** | **Punctuation** |
| 1 | Word  Sentence  Letter  Capital letter  Full stop  Punctuation  Singular  Plural  Question mark  Exclamation mark | 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). | How words can combine to make **sentences.**  How *and* can join **words** and join **sentences.** | Sequencing sentences to form short narratives. | 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 and for the personal **pronoun.** |
| 2 | Verb  Tense (past, present)  Adjective  Noun  Suffix  Apostrophe  Comma | Formation of **nouns** using **suffixes** such as -ness, -er.  Formation of **adjectives** using **suffixes** such as *-ful, -less* (a fuller list of **suffixes** can be found in the Spelling Pathway document).  Use of the **suffixes** *-er* and *-est* to form comparisons of **adjectives** and **adverbs** | **Subordination** (using when, if, that or because) and c**o-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. | 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 action in progress (e.g. she is drumming, he was shouting) | 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 |
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| 3 | Word family  Conjunction  Adverb  Preposition  Direct speech  Inverted commas (or ‘speech marks’)  Prefix  Consonant  Vowel  Clause  Subordinate clause | 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 (e.g. a rock, an open box).  **Word families** based on common **words** | 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.  Headings and sub-headings to aid presentation.  Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said) | Introduction to speech marks to punctuate direct speech |
| 4 | Pronoun  Possessive pronoun Adverbial | 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*). | Appropriate choice of **pronoun** or **noun** within a sentence to avoid ambiguity and repetition.  Fronted **adverbials.** | Use of paragraphs to organise ideas around a theme.  Appropriate choice of **pronoun** or **noun** across **sentences.** | Use of speech marks to **punctuate direct speech**  Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots). |
| 5 | Relative clause  Modal verb  Relative pronoun  Parenthesis  Bracket  Dash  Determiner  Cohesion  Ambiguity | Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g*. -ate; -ise; -ify*).  **Verb prefixes** (e.g. *dis-, de-, mis-, over- and re-).* | **Relative clauses** beginning with who, which, where, why or whose.  Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely). | Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly).  Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). | Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity. |
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| 6 | Active and passive voice  Subject and object  Hyphen  Synonym  Colon  Semi-colon  Bullet points | 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 and writing) | 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’).  Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day).  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 | 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), and **elision** | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.  **Punctuation** of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus recover) |