Year 1 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 1	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
1	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** Joining **words** and joining **sentences** using *and*	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year 2 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 2	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	because after before as when as soon as if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
2	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 Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs	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	Correct choice and consistent use of present tense and past tense throughout writing 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)	Use of 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	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Year 3 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered in Year 3	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
3	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, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, 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 inverted commas to punctuate direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

Year 4 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 4	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless

					as soon as
					if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
4	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 (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials	pronoun, possessive pronoun, adverbial

Year 5 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 5	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless

| | | | | | as soon as |
| | | | | | if |

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
5	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, whose, that, or an omitted relative pronoun 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	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Year 6 Spelling, Punctuation and Grammar Overview

Year 6 Test Content domain	Language structure	Standard English	Vocabulary / Language Structure	Punctuation	Subordinate clause word list
Aspect covered in Year 6	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons	although because after before once as since when until wherever whenever while whilst unless

					as soon as
					if

Year Group	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
6	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)	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.	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 ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list 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 re-cover)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym

		He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)			