



Sandfield Close Primary School

Grammar, vocabulary, punctuation and
spelling overview taken from the
National Curriculum 2014
Discussed and agreed by all staff



Year 1 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
	Please refer to appendix 1 for spelling requirements for Y1, pages 40 to 44. I will copy these and place them at the end of this document. In addition to these requirements, there are also the spelling requirements below for Y1.	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Pupils should be taught to spell: words containing each of the 40+ phonemes already taught		Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Capital letters for names and for the personal pronoun I
	common exception words		How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat	
	the days of the week		How words can combine to make sentences	
	name the letters of the alphabet:		Joining words and joining clauses using and	
	naming the letters of the alphabet in order		Sequencing sentences to form short narratives	
	using letter names to distinguish between alternative spellings of the same sound		Separation of words with spaces	
	add prefixes and suffixes:			



	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs			
	using the prefix un–			
	using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]			
	apply simple spelling rules and guidance, as listed in English Appendix 1			
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			
Year 2 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
	Please refer to appendix 1 for spelling requirements for Y2, pages 45 to 48. I will copy these and place them at the end of this document. In addition to these requirements, there are also the spelling requirements below for Y2.	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Use the grammar for year 2 in English Appendix 2 which I have copied below. Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences



	spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Commas to separate items in a list
	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones		How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
	learning to spell common exception words		Correct choice and consistent use of present tense and past tense throughout writing	
	learning to spell more words with contracted forms		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	
	learning the possessive apostrophe (singular) [for example, the girl's book]		the present and past tenses correctly and consistently including the progressive form	
	distinguishing between homophones and near-homophones			
	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly			
	apply spelling rules and guidance, as listed in English Appendix 1			
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far			



	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]			
	Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 45 in the year 2 spelling section in English Appendix 1)			
	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.			
Year 3 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
The New National curriculum 2014 requirements designated to different year groups for spelling, vocabulary, grammar and punctuation	use further prefixes and suffixes and understand how to add them (English Appendix 1)	preposition, conjunction, word family, prefix	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	using and punctuating direct speech
The Year 3 and 4 spelling list will be attached at the back of this document- please also refer to this as well as the spelling requirements in the next column.	spell words that are often misspelt (English Appendix 1)	Clause, subordinate clause direct speech	using the present perfect form of verbs in contrast to the past tense	
	use the first two or three letters of a word to check its spelling in a dictionary	Consonant, consonant letter vowel, vowel letter inverted commas (or	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example,	



		'speech marks')	before, after, during, in, because of]	
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	
Refer to Appendix 1 from the New National Curriculum (NNC) for further information on rules and guidance.	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
	Formation of nouns using a range of prefixes [for example super-, anti-, auto-]			
	Adding suffixes beginning with vowel letters to words of more than one syllable			
	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings.			
	The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.			
	Before a root word starting with l, in- becomes il.			
	Before a root word starting with m or p, in- becomes im-.			
	Before a root word starting with r, in- becomes ir-.			
	re- means 'again' or 'back'.			



	sub– means ‘under’.			
	inter– means ‘between’ or ‘among’.			
	super– means ‘above’.			
	anti– means ‘against’.			
	auto– means ‘self’ or ‘own’.			
	The suffix –ation			
	The suffix –ly			
Year 4 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
The Year 3 and 4 spelling list will be attached at the back of this document- please also refer to this as well as the spelling requirements in the next column.	spell further homophones	determiner pronoun, possessive pronoun adverbial	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	indicating possession by using the possessive apostrophe with plural nouns
	spell words that are often misspelt (English Appendix 1)		extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Possessive apostrophe with plural words
	place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]		choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	using commas after fronted adverbials
	use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Fronted adverbials [for example, Later that day, I heard the bad news.]	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the



				reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		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)	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Refer to Appendix 1 from the New National Curriculum (NNC) for further information on rules and guidance.	Words with endings sounding like /ʒə/ or /tʃə/ (-sure or -ture)		The grammatical difference between plural and possessive -s	
	The /ɪ/ sound spelt y elsewhere than at the end of words			
	The /ʌ/ sound spelt ou			
	Endings which sound like / ən ʒ/ (-sion)			
	The suffix -ous			
	Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian			
	Words with the /k/ sound spelt ch (Greek in origin)			
	Words with the /ʃ/ sound spelt ch (mostly French in origin)			
	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)			
	Words with the /s/ sound spelt sc (Latin in origin)			



	Words with the /eɪ/ sound spelt ei, eigh, or ey			
	Homophones and near-homophones			
Year 5 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	modal verb, relative pronoun relative clause	using the perfect form of verbs to mark relationships of time and cause	using commas to clarify meaning or avoid ambiguity in writing
	Verb prefixes [for example, dis–, de–, mis–, over– and re–]	parenthesis, bracket, dash cohesion, ambiguity	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	using brackets, dashes or commas to indicate parenthesis
	use further prefixes and suffixes and understand the guidance for adding them.		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
	use dictionaries to check the spelling and meaning of words.		Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	
	use a thesaurus.			
Refer to Appendix 1 from the New National Curriculum (NNC) for	Endings which sound like /ʃəs/ spelt –cious or –tious			



further information on rules and guidance.				
	Endings which sound like /ʃəl/ (-cial or -tial)			
	Words ending in -able and -ible Words ending in -ably and -ibly			
	Use of the hyphen			
	Words containing the letter-string ough			
Year 6 Age Related Expectations	Spelling	Vocabulary	Grammar	Punctuation
	spell some words with 'silent' letters [for example, knight, psalm, solemn]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
Refer to Appendix 1 from the New National Curriculum (NNC) for further information on rules and guidance.	continue to distinguish between homophones and other words which are often confused		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].	Use of the colon to introduce a list and use of semi-colons within lists
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to		How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Punctuation of bullet points to list information



	be learnt specifically, as listed in English Appendix 1			
	use dictionaries to check the spelling and meaning of words.		Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		Using expanded noun phrases to convey complicated information concisely	
	use a thesaurus.		recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
	Adding suffixes beginning with vowel letters to words ending in –fer		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	
	Words with the /i:/ sound spelt ei after c			
	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)			



	Homophones and other words that are often confused (see Appendix 1, p. 59)			
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Word list Y3									
actual(ly)	believe	complete	disappear	February	heart	learn	opposite	promise	strength
address	build	continue	early	forward(s)	history	length	perhaps	purpose	suppose
answer	calendar	describe	earth	fruit	imagine	library	possible	regular	surprise
appear	certain	different	experiment	grammar	important	minute	potatoes	remember	therefore
arrive	circle	difficult	extreme	guard	interest	often	probably	strange	woman/women

Word list Y4									
accident(ally)	caught	eight/eighth	favourite	increase	mention	ordinary	possess(ion)	reign	though/although
bicycle	centre	enough	group	island	natural	particular	pressure	sentence	thought
breath	century	exercise	guide	knowledge	naughty	peculiar	quarter	separate	through
breathe	consider	experience	heard	material	notice	popular	question	special	various



busy/business	decide	famous	height	medicine	occasion(ally)	position	recent	straight	weight
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Word list Y5								
accommodate	average	community	dictionary	harass	marvellous	privilege	secretary	system
accompany	awkward	competition	disastrous	identity	necessary	profession	shoulder	temperature
according	bargain	correspond	embarrass	immediate(ly)	neighbour	programme	signature	thorough
achieve	bruise	criticise (critic + ise)	equip (-ped, -ment)	individual	occupy	recognise	sincere(ly)	twelfth
aggressive	category	curiosity	exaggerate	interrupt	occur	recommend	soldier	variety
amateur	cemetery	desperate	familiar	language	opportunity	rhyme	stomach	vegetable
appreciate	committee	determined	forty	leisure	physical	rhythm	suggest	vehicle
attached	communicate	develop	guarantee	lightning	prejudice	sacrifice	symbol	

Word list Y6					
ancient	controversy	excellent	government	nuisance	relevant
apparent	convenience	existence	hindrance	parliament	restaurant
available	definite	explanation	interfere	persuade	sufficient
conscience*	environment	foreign	mischievous	pronunciation	yacht

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conscious*	especially	frequently	muscle	queue	
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