

Sentences

Children should know that:

- A sentence is a group of words that says something about something or about someone.
- That all sentences begin with a capital letter, and most of them end with a full stop.
- Words in a sentence should have spaces between them.
- That we can keep a sentence in our heads before writing it down.
- Lots of sentences put together can tell a story, tell us about something that has happened or tell us some information.

Joining clauses using 'and'

Children should know that:

- A sentence is a group of words that says something about something or about someone.
- We can join two sentences together using the word 'and'.
- When we join two sentences using 'and', it makes one longer sentence made up of two or more clauses.
- 'And' can also be used to join words in a list.

Full Stops

Children should know that:

- A sentence is a group of words that says something about something or about someone.
- Some sentences give us information, and that these sentences are known as *statements*.
- A statement always begins with a capital letter and ends with a full stop.
- Most of the sentences we write are statements.

Question Marks

Children should know that:

- A question is when we ask for information.
- All questions begin with a capital letter and end with a question mark.
- Questions often begin with words such as How, Why, When, Who, Where, What

'un-' Prefix

Children should know that:

- Words are a group of letters and sounds which mean something.
- We can sometimes change the meaning of words by adding new letters to the beginning of the word.
- When we add letters to the beginning of the word, this is known as a 'prefix'.
- The prefix 'un-' means 'not'.
- When we add the prefix 'un-', this changes the meaning of the word to the opposite of the original meaning, e.g. unkind, unfair, untie).

Suffixes

Children should know that:

- Words are a group of letters and sounds which mean something.
- We can sometimes change the meaning of words by adding new letters to the ending of the word.
- When we add letters to the beginning of the word, this is known as a 'suffix'.
- We can add suffixes like 'ing', 'er' or 'ed' to a word to change its meaning, e.g. helper, helped, helping.

Capital Letters

Children should know that:

- A capital letter is larger than a lower case letter, and sometimes it is formed differently (e.g. r and R, a and A)
- All sentences begin with a capital letter.
- We use the capital letter / to indicate that someone is referring to themselves.
- People's names and the names of places begin with a capital letter.

Plural Noun Suffixes

Children should know that:

- When there is one of something, we call it *singular* and use the root word.
- When there is more than one of something, the root word changes so it becomes a *plural*.
- Often, we change a single object to a plural by adding '-s' on to the end.
- If the word ends in a 's', a 'z', a 'ch' or a 'sh' sound already, we should usually add '-es' on to the end of the word to make it plural, e.g. buses, lunches, bushes.

Terminology for Pupils

Children should know what these terms mean:

- Letter
- Capital letter
- Word
- Singular
- Plural
- Sentence
- Punctuation
- Full stop
- Question mark
- Exclamation mark

Coordinating Conjunctions

Children should know that:

- A clause is a collection of words that says something.
- Some sentences contain just one clause: *I sat on the chair.*
- Sometimes, we can make sentences which contain more than one clause.
- Sometimes a clause will make sense on its own (when we remove the other clause).
- When both clauses in a sentence make sense on their own, we can use a coordinating conjunction to join them.
- Coordinating conjunctions include **and, but, so, yet**

Subordinating Conjunctions

Children should know that:

- A clause is a collection of words that says something.
- Some sentences have just one clause.
- Sometimes, we can make sentences which have more than one clause.
- Sometimes a clause will make sense on its own, however...
- Sometimes a clause may need the another clause to make sense.
- When one clause needs the other to make sense, this is called a subordinate or dependent clause.
- When we have a subordinate or dependent clause, we should use a subordinating conjunction to join it to the other clause.
- Subordinating conjunctions include **because, when, and if.**

Expanded Noun Phrases

Children should know that:

- A noun is a person, place or object.
- Almost all sentences contain a noun.
- An adjective is a word that describes a noun.
- When we place an adjective before a noun, we create an expanded noun phrase.
- An expanded noun phrase should be used in a longer sentence.
- We can also create expanded noun phrases by telling the reader where something is (e.g. the tree *next to the house*; the car *on the road*.)

Questions

Children should know that:

- A question is when we ask for information.
- All questions begin with a capital letter and end with a question mark.
- Sometimes we can join two questions with a conjunction: Who are you and why are you here?
- Questions often begin with who, why, where, when, how or what.
- Questions can also indicate a request. These often begin with can, may, or could.

Exclamations

Children should know that:

- An exclamation mark can be used when we write a statement or command.
- Some exclamations are written to show a strong feeling when writing a statement: *I'm so excited!*
- Some exclamations are written to show urgency when writing a command: *Don't cross the road yet!*
- All exclamations begin with a capital letter and end in an exclamation mark.

Command

Children should know that:

- A command is when we tell somebody to do something.
- Some commands end in a full stop: *Pick that up.*
- Some commands are more urgent and end in an exclamation mark: *Don't touch that!*
- We can sometimes join two commands with a conjunction: Take it out of the oven but be careful!

Statement

Children should know that:

- A statement is when we provide information.
- Statements end in full stops.
- We can sometimes join two statements with a conjunction: I told the teacher I didn't understand so she helped me.

Present Tense

Children should know that:

- Events can be ordered in to past, present and future.
- When events are taking place as we write them, we use the present tense.
- Present tense is indicated by words such as 'is' (when talking about a single object), 'are' (when talking about multiple objects) and 'am' (when talking in first person).
- When we describe events in present tense, we should make sure that all of our writing is in the present tense.

Past Tense

Children should know that:

- Events can be ordered in to past, present and future.
- When we talk about events that have already happened, we use the present tense.
- Past tense is indicated by words such as 'was' (when talking about a single object, including the first person 'I'), 'were' (when talking about multiple objects).
- When we describe events in past tense, we should make sure that all of our writing is in the past tense.

Progressive Verbs

Children should know that:

- A verb is a word that indicates an action.
- When we add 'ing' to a verb, it shows that the action is happening as we are describing it.
- We can use progressive verbs in the past tense, often by accompanying the verb with the word 'was' or 'were': *We were walking on the field.*
- We can also use progressive verbs in the present tense, which indicates we are talking about something as it is happening: *I am driving to your house.*

Apostrophes for Omission

Children should know that:

- Sometimes we can shorten phrases by squeezing words together.
- When we do this, we don't need or say every letter/sound from each word.
- Where letter(s) are missing, we replace them with an apostrophe: *don't, isn't, would've*
- An apostrophe sits at the top of the line.
- An apostrophe is approximately the same size as a comma.

Apostrophes for Singular Possession

Children should know that:

- Possession is when one noun belongs to another noun.
- When this is the case, we can indicate which thing 'owns' the other by using an apostrophe.
- We attach an apostrophe, followed by the letter s, to the noun which 'owns' the other: *the girl's red coat.*
- If the noun already ends in s, we can put the apostrophe after the s: *James' football boots.*

Commas in a List

Children should know that:

- A list is a number of objects written above or next to each other
- When we write a list of items next to each other, we should separate them using a comma.
- A comma should sit on the bottom of the line, and be appropriately sized.
- We should place a comma between each item in a list, with the exception of the last two.
- We should instead use the word 'and' between the last two objects in the list.
- A list can form part of a longer sentence: *When we went to the park I played on the swing, the slide, the roundabout and the climbing frame.*

Coordinating Conjunctions

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- Sometimes a clause will make sense on its own (when we remove the other clause).
- When **both** clauses in a sentence make sense on their own, we can use a coordinating conjunction to join them.
- Coordinating conjunctions include **and, but, so, yet**

Terminology for Pupils

Children should know what these terms mean:

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound
- Suffix
- Adjective
- Adverb
- Verb tense (past, present)
- Apostrophe
- Comma

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- Sometimes a clause will make sense on its own, however...
- Sometimes a clause may need the another clause to make sense.
- When one clause needs the other to make sense, this is called a subordinate or dependent clause.
- When we have a subordinate or dependent clause, we should use a subordinating conjunction to join it to the other clause.
- Subordinating conjunctions include **because, when, and if**.

Prefixes

Children should know that:

- Some words act as 'root' words, meaning they cannot be broken down any further.
- Some words can be broken down in to smaller parts: automatic, review, conjunction etc.
- Words that can be broken down often contain a prefix.
- A prefix is a partial word with its own meaning that comes before the root word to alter its meaning.
- Examples include: 're' means to do something again – therefore, 'review' means to look at something again; 'con' means 'with' when used as a prefix – therefore, conjunction (with + join) means to join together.

'A' and 'an'

Children should know that:

- A noun is a word which refers to an object, place or person.
- A noun is almost always preceded by a determiner.
- 'A' and 'an' are examples of determiners.
- When deciding whether to use 'a' or 'an', we should look at the first letter of the following noun.
- If the noun begins with a vowel, we should use 'an'.
- If the noun begins with a letter that is not a vowel, we should use 'a'.
- There are some exceptions: we use "an" before a silent or unsounded "h." (e.g. an honest mistake).
- We use 'a' if the word begins with a 'u' which is voiced with the 'y' sound (e.g. a University student).
- We also use 'a' if the word begins with a 'o' which is voiced with the 'w' sound (e.g. the league is a one-horse race).

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Prepositions

Children should know that:

- A preposition is a word that indicates where something is in relation to another object.
- There are several different types of preposition:
 - Direction:** Look to the *left* and you'll see our destination.
 - Time:** We've been working *since* this morning.
 - Location:** We saw a movie *at* the theater.
 - Space:** The dog hid *under* the table.

Present Perfect Form

Children should know that:

- *Tense* indicates when something happened: in the past or the present.
- Some things are happening now; this is the present tense and is indicated by verbs such as 'is' and 'are'.
- Some things have already happened; this is the past tense and is indicated by verbs such as 'was' and 'were'.
- Some things started in the past and continue to the present. When this happens, we should use the Present Perfect Form.
- The Present Perfect Form is indicated by words such as 'have' and 'has' (including in their contracted forms – *we've, he's, it's*).
- Because the action started in the past, the verb takes its past-tense form even though the action continues to the present.
- Examples: *I have played football since I was eight years old. / She's gone to the shop. / They've made their feelings clear. / He has taken offence to her comment.*

Adverbs

Children should know that:

- A verb is a word that indicates an action being performed: it is a 'doing' word.
- Adverbs are words that say more about a verb.
- Some adverbs describe the manner the action is performed, and that these words often end in '-ly'.
- Some adverbs describe the time an action is performed (e.g. sometimes, always, never, often, usually)
- Some adverbs describe place (e.g. near, there, here, somewhere)

Terminology for Pupils

Children should know what these terms mean:

- Preposition
- Conjunction
- Word family
- Prefix
- Clause
- Subordinate clause
- Direct speech
- Consonant, consonant letter vowel, vowel letter
- Inverted commas (or 'speech marks')

Inverted Commas to Indicate Speech

Children should know that:

- Inverted Commas surround words which are spoken by a character.
- They sit at the top of the line, and are smaller than a letter.
- When a character has spoken, we need to tell the reader who has spoken.
- When we do this, we write what is known as the reporting clause. (e.g. "It's a beautiful day," **said Mr White**).
- When the character finishes speaking, we should put some kind of punctuation mark before the second set of inverted commas.
- When the reporting clause comes after the
- If a character is saying a statement, we should
- If a character is asking a question, we use a question mark after their sentence and before the inverted commas. (e.g. "Are we there yet?")

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- Some adverbs describe the time an action is performed (e.g. sometimes, always, never, often, usually)
- Some adverbs describe place (e.g. near, there, here, somewhere)

Plural and Possessive

Children should know that:

- A plural word is a word that indicated more than one of something.
- To make regular nouns plural we add -s to the end of the word.
- If a singular noun ends in -s, -ss, -sh, -ch, -x or -z we as -es.
- A possessive word is a word that indicated ownership or possession.
- A possessive word requires an apostrophe.
- To make a singular word possessive, you add -'s.

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Possessive Plural Apostrophes

Children know that:

- Possession is when one thing belongs to something else.
- Sometimes, this describes something which is owned by a singular noun (the boy's coat)
- We use an apostrophe to indicate possession.
- Sometimes something belongs to a group.
- Some plural words end in –s (players, chairs, books)
- Some plural words have to be changed from the root word (children, women, people)
- When a plural word ends in –s, we put the apostrophe after the word to indicate possession (the players' kits were ready to go).
- When a plural word doesn't end in –s, we can put 's on the end to indicate possession (the children's coats were on the floor).

Verb Inflections

Children should know that:

- Verbs are 'doing' words (run, walk, learn).
- Verbs are also 'being' words like am, was, are, were.
- An inflection is a change in the form of a word to show tense
- Often an inflection is the change in the ending of a word (kick – kicked).
- Some words change completely when inflected (went – go).
- Sometimes when we speak, we use non-standard forms of verb inflections (we was).
- When we write down verb inflections, we should always use standard English (we were).

Terminology for Pupils

Children should know what these terms mean:

- Determiner
- Pronoun
- Possessive Pronoun
- Adverbial

Adverbs of Possibility

Children know that:

- Possibility describes how likely something is to occur.
- We can use different words to indicate how likely something is.
- Words such as maybe, perhaps, and possibly indicate that something has a reasonable chance of happening.
- Words such as definitely, surely, obviously, certainly, undoubtedly etc indicate that the possibility is much stronger.
- Adverbs of possibility are used in conjunction with a verb. For example: We will **definitely meet** on the 17th.

Modal Verbs

Children know that:

- Possibility describes how likely something is to occur.
- We can use modal verbs to indicate how likely something is.
- Modal verbs include might, would, could, should, will, may, and can.
- Some modal verbs indicate that it is possible for something to occur: might, could, may.
- Some modal verbs indicate that something is possible at all: can
- Some modal verbs indicate that something is certain: will
- Some modal verbs indicate that something is supposed to happen: should
- We can use modal verbs to demonstrate the likelihood of events taking place within longer sentences.

Expanded Noun Phrases

Children know that:

- A noun is a person, place or object.
- Adjectives are words which describe nouns.
- When we place an adjective before a noun, we create an expanded noun phrase (*the tall fence*).
- We can also provide prepositional information about a noun to create an expanded noun phrase (*the girl in the blue coat*).
- An expanded noun phrase forms a part of a larger sentence.

Tenses

Children know that:

- Events can be categorised in to those which have already happened (past), those which are happening now (present), and those which will happen in the future.
- Tense describes the way we use words to indicate when something happened.
- Tense should be consistent throughout a text.
- Past tense is indicated by verbs such as *was* and *were*.
- Verbs can be changed to create past tense by, for example, adding *-ed* (*walked*, *shouted*) or by changing the word (*ran*, *sat*).
- Present tense is indicated by verbs such as *is* and *are*.
- Future tense is indicated by modal verbs such as *will* or *shall*.
- Some verbs indicate that an action is happening as it is described. These are known as progressive verbs and often end in *-ing* (*writing*, *speaking*, *listening*).
- Progressive verbs can be used in past (*I was walking to the shop...*) or present (*I am eating my lunch.*) tense. This is known as past progressive and present progressive, respectively.
- That some events started in the past and continue to this day. For example: *the Moon has been orbiting the Earth for billions of years.* This is known as present perfect tense.

Relative Clauses

Children know that:

- A clause is a group of words which have a **subject** (the main focus of the sentence) and a **verb** (a doing word): *the investigation continues.*
- Some sentences just have one clause: *I walked to school.*
- Some sentences have multiple clauses: *The car turned left and continued down the road.*
- Sometimes we need to provide more information about the subject of the sentence.
- We can sometimes insert a clause into the middle of a sentence to provide more information about the subject.
- This clause is known as a relative clause, as it relates to the subject of the sentence.
- The relative clause often contains a relative pronoun: *who*, *when*, *where*, *which*
- The relative pronoun we choose depends on the nature of the subject.
- This clause should be surrounded by brackets, dashes or commas: *The soldier, who was tired and hungry, trudged towards his bunk.*

Parenthesis

Children should know that:

- A sentence is a collection of words that present one or more ideas.
- A sentence always contains a subject (the focus of the sentence).
- The job of a sentence is to tell us something about the subject of that sentence (e.g. the tiger [subject] roared [verb].)
- Sometimes we may want to provide further information in addition to the central idea of the sentence.
- When we do this, we should put this information after the subject
- When we have additional information, we should separate this information out from the rest of the sentence (e.g. The tiger, who had been ravenous for days, roared.)
- We can use commas, brackets or dashes to do this.
- We should use brackets when we want our parenthesis to stand out clearly
- We should use dashes when we want our writing to sound more informal.
- We should use commas when our writing is more formal and we haven't already used lots of commas in our sentence.

Marking Boundaries Between Clauses with Colons, Semi-Colons and Dashes

Children should know that:

- A clause is a collection of words that present one or more ideas.
- When we want to present more than one idea, we need more than one clause.
- An independent clause is a group of words that could make some sense when used on its own, but is clearer when it is joined to another clause.
- A dependent clause is a group of words that need another clause to make sense
- We can sometimes use a conjunction to join these clauses.
- We use a semi-colon when the two clauses are related to one another in some way (e.g. James loves ice hockey; **he loves skating at full speed**).
- We use a colon when we want to provide an example or the two clauses are very closely linked (e.g. She loved Spring: it was when the weather started to get a little bit warmer).
- We use a dash when the two clauses are related and we want to present a more informal tone (e.g. It was lovely to see you – I hope to see you again soon!).

Colon to Introduce List

Children should know that:

- A list is a number of connected words, phrases or clauses written consecutively.
- Before a list, we often have an introductory phrase which signals what is to come next.
- Know that a colon can come after this phrase to signal the start of a list.
- Know that items in a list written consecutively do not necessarily need a colon, but items in the list must be separated by commas (e.g. you will need eggs, flour, butter and milk.)
- Know that 'and' is used before the last item in a list and is not accompanied by a comma.
- Know that colons can introduce items in a list indicated by bullet points
- Know that semi-colons can also be used to separate items in a list when we are listing clauses of a sentence (e.g. we should consider where we will go; what we will do; how we are going to get back; and what time we'll arrive home).

Bullet Points

Children should know that:

- Bullet points are used to separate items in a list.
- Bullet points are used so that the reader can see a list easily.
- We use bullet points instead of numbered steps when the items in a list do not need to go in any particular order
- A list of bullet points is sometimes introduced by a title or preceding clause, and that this clause may be followed by a colon.
- When bullet points are used to list facts, a capital letter and a full stop is needed.
- When bullet points are used to list questions, a capital letter and a question mark is needed.
- When bullet points are used to list proper nouns, a capital letter must be used for each one.
- Colons and semi-colons are not required and the most important thing is to be consistent by sticking to one style.

Subjunctive Form

Children should know that:

- That some events are hypothetical – they may or may not happen.
 - This includes wishes, desires or hopes and any other imagined outcome.
 - A verb is a word that indicates an action – it is a 'doing' word.
 - We can preface a verb with 'were to' to indicate that it is a hypothetical. For example, "If I **were to** win the lottery, I would buy a new house."
 - This is known as the subjunctive form.
 - The subjunctive form is not a tense; it is a mood. Because of this, we can use the subjunctive mood in either past or present tense.
 - The subjunctive form is used in more formal communication.
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- A finite clause is a clause that contains a verb showing the clause's tense. E.g. in the clause "it is raining," *is* and *raining* show that the action is happening in the present tense. In the clause "it was raining," *was* indicates that the snowfall happened in the past tense.
 - Finite clauses written in the subjunctive mood are different because in the subjunctive mood, the verb remains in its 'bare' form (without the 'to' before it) rather than changing to reflect the tense. For example: *The teacher recommended that we remain indoors.*

Active and Passive Voice

Children should know that:

- All sentences contain a *subject*: this is the 'thing' that the sentence is about.
- All sentences tell us something about the subject: for example, what the subject has done.
- The subject in a sentence often performs an action, which means it performs a verb.
- Sometimes, the subject performs an action which has an effect on another object. For example: *Jack kicked the ball.*
- In a sentence such as this, the thing receiving the action (the ball) is known as the 'object'.
- If the subject is written before the object in a sentence, this is known as 'active' voice. E.g. *Jack* [subject] kicked the *ball* [object].
- If the object is written before the subject in a sentence, this is known as 'passive' voice. E.g. *The ball* [object] was kicked by *Jack* [subject].
- That there are certain times when the passive voice may be more appropriate than the active voice. For example, when we don't know who has done the action (*The window was broken*); when we are writing in scientific contexts (*The liquid was poured in to the test tube*); when you want to emphasise the action itself rather than the subject performing it (*The ball was hit with great force*).

Commas to Clarify Meaning/Avoid Ambiguity

Children should know that:

- The objective of writing is to create a clear impression or image in somebody's mind.
- Sentences can have multiple meanings.
- When this is the case, it might be unclear which meaning we intend the reader to take.
- We can sometimes use a comma to clarify the intended meaning.
- This is often useful when we are using somebody's name. For example: *Please tidy up Jack./Please tidy up, Jack.*
- This is also useful when we need to clarify something which could be applied to more than one person or object. For example: *I saw a man carrying a dog wearing white trainers/I saw a man carrying a dog, wearing white trainers.*

Hyphens to Avoid Ambiguity

Children should know that:

- The objective of writing is to create a clear impression or image in somebody's mind.
- All words have a definition, which is the agreed meaning behind the word.
- Sometimes we can combine separate words to create a single idea.
- When this is the case, two words which have separate meaning (e.g. *check* and *in*) combine to create a word with its own meaning (e.g. *check-in*)
- When two words have separate meaning, it can create ambiguity if we do not hyphenate them: *We spoke to the small business advisor/We spoke to the small-business advisor.*
- The intended meaning of a sentence should be considered carefully. Where there is ambiguity around what a word is referring to, a hyphen may be appropriate. For example: *I enjoyed living there; it had that little-village feeling/I enjoyed living there; it had that little village feeling.*
- Words beginning with 're' often require a hyphen, as leaving the word unhyphenated gives it a different meaning: e.g. re-sent/resent; re-cover/recover; re-form/reform; re-sign/resign. We should be clear on the intended meaning when deciding which one to use.

Terminology for Pupils

Children should know what these terms mean:

- Modal verb
- Relative pronoun
- Relative clause
- Parenthesis
- Bracket
- Dash
- Cohesion
- Ambiguity
- Subject
- Object
- Active
- Passive
- Synonym
- Antonym
- Ellipsis
- Hyphen
- Colon
- Semi-colon
- bullet points