



**St Thomas Becket Primary School**  
**Vocabulary, Grammar and Punctuation Curriculum Map**



Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	<p>Use regular plural noun suffixes -s and -es, including the effects of these on the meaning of the noun.</p> <p>Add suffixes to verbs where no change is needed to the root (<i>helping</i>)</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs</p> <p>To use some features of standard English</p>	<p>Form nouns with a range of prefixes [<i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Recognise the grammatical difference between plural and possessive -s</p> <p>Use standard English forms for verb inflections instead of local spoken forms</p>	<p>Convert nouns or adjectives into verbs using suffixes [-ate; -ise; -ify]</p> <p>Use verb prefixes [<i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Introduce subject and object</p> <p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Grammar Sentence - Cohesion Detail	<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>	<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>	<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Ensure parenthesis is used correctly and accurately for relative clauses.</p>	<p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>

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					<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p>	<p>The use of subjunctive forms</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p>
<p>Grammar sentence - Cohesion</p> <p>Varying sentence types</p>	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>), followed by a comma</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions, followed by a comma [<i>when, before, after, while, so, because</i>]</p> <p>adverbs, followed by a comma [<i>then, next, soon, therefore</i>]</p> <p>prepositions [<i>before, after, during, in, because of</i>]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p> <p>Express time, place and cause using conjunctions, followed by a comma [<i>when, before, after, while, so, because</i>]</p>	<p>Ensure the correct use of commas for a subordinate clauses at the start of a sentence</p>	<p>Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech</p> <p>Use of subordinate clauses and relative clauses</p> <p>Ensure the correct use of commas for a subordinate clauses at the start of a sentence</p>

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Grammar Cohesion - Paragraphs			<p>Begin to group related ideas into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Use fronted adverbials, followed by a comma</p> <p>Choose appropriate pronouns or nouns within and across sentences for clarity and cohesion and to avoid repetition</p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Use a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition</p>	<p>Use layout devices</p> <p>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</p> <p>Recap on using a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition</p>
Grammar Cohesion - Tenses		Correct choice and consistent use of present tense and past tense including the progressive form , throughout writing	Use the present perfect form of verbs instead of the simple past	Use the present perfect form of verbs instead of the simple past	Use modal verbs or adverbs to indicate degrees of possibility	Using the perfect form of verbs to mark relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility
Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use inverted commas to punctuate direct speech	<p>Punctuate direct speech accurately.</p> <p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use the semi-colon, colon and dash to mark the boundary between</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses</p>

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	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use commas to separate items in a list  Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns		mark plural possession  Use inverted commas and other punctuation to indicate direct speech	independent clauses  Use the colon to introduce a list and use semi-colons within lists  Punctuate bullet points consistently  Use hyphens to avoid ambiguity  Punctuate direct speech accurately.  Use brackets, dashes or commas to indicate parenthesis	Use the colon to introduce a list and use semi-colons within lists  Punctuate bullet points consistently  Use hyphens to avoid ambiguity  Revise how to punctuate direct speech accurately.  Revise use of brackets, dashes or commas to indicate parenthesis  Uses of ellipsis
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, suffix, prefix, verb, adjective, noun, question, exclamation, command, tense, comma	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction, word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter	Pronoun, possessive pronoun, adverbial, determiner	modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity, determiner, article	subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, determiner, article

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			inverted commas (or 'speech marks')			
Non negotiables  JUMBO TARGETS	<b>Jumbo Targets</b> *Use finger spaces *Use capital letters to: begin a sentence, for I names of people, places and days of the week *Begin to use full stops, exclamation marks, and question marks . ! ? *Join sentences with 'and'	<b>Jumbo Targets</b> *Use capital letters to: begin a sentence, for I names of people, places and days of the week *Begin to use full stops, exclamation marks, and question marks . ! ? *Use commas for lists *Use conjunctions to connect sentences : (or, and, but, when, because, if, that)	<b>Jumbo Targets</b> *Use capital letters correctly *Use full stops, exclamation marks, commas and question marks . ! , ? *Use conjunctions to connect sentences : (or, and, but, when, after, before, because, if, that) *Use past and present tense correctly *Begin to use and punctuate direct speech ("Help!" they cried.) *Use an apostrophe in contracted words and for	<b>Jumbo Targets</b> *Use capital letters, full stops, exclamation marks, commas and question marks correctly ABC . ! , ? *Use an apostrophe in contracted words and for possession: (I'm, doesn't / Mum's purse)	<b>Jumbo Targets</b> *Use capital letters, full stops, exclamation marks, commas and question marks correctly ABC . ! , ? *Use an apostrophe in contracted words and for possession (singular and plural) : (I'm, doesn't / Mum's purse / Girls' toilet) *Use commas after fronted adverbials (When we arrived, Soon after, Later that day, Quick as a flash) *Use conjunctions to connect sentences : (or, and, but, when, after, before, because, if, that, whilst, although) *Use past and present tense correctly	<b>Jumbo Targets</b> *Use capital letters, full stops, exclamation marks, commas and question marks correctly ABC . ! , ? *Use an apostrophe in contracted words and for possession (singular and plural) : (I'm, doesn't / Mum's purse / Girls' toilet) *Use commas after fronted adverbials (When we arrived, Soon after, Later that day, Quick as a flash) *Use conjunctions to connect sentences : (or, and, but, when, after, before, because, if, that, whilst, although) *Use past and present tense correctly

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			<p>possession: (I'm, doesn't / Mum's purse)</p>	<p>*Use past and present tense correctly          ( <i>PAST: They were..... / PRESENT: They are.....</i> )          *Use and punctuate direct speech ("Help!" they cried.)          *Use a range of sentence openers (All of a sudden, Sadly, At last, Whilst shopping, Just at that moment, Tired, I ..... )</p>	<p>*Use and punctuate direct speech ("Help!" they cried.)          *Use a range of sentence openers (All of a sudden, Sadly, At last, Whilst shopping, )</p>	<p>*Use and punctuate direct speech ("Help!" they cried.)          *Use a range of sentence openers (All of a sudden, Sadly, At last, Whilst shopping, )</p>
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\*Jumbo Targets – capital letter, finger spaces, full stop.