

Westcott Church of England School

Writing – vocabulary, grammar and punctuation: Y3 and Y4  
Programme of study

Year 3 and Year 4	
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in <u>English Appendix 2</u> by:<ul style="list-style-type: none"><li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>○ using the present perfect form of verbs in contrast to the past tense</li><li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>○ using conjunctions, adverbs and prepositions to express time and cause</li><li>○ using fronted adverbials</li><li>○ learning the grammar for years 3 and 4 in English Appendix 2</li></ul></li><li>• indicate grammatical and other features by:<ul style="list-style-type: none"><li>○ using commas after fronted adverbials</li><li>○ indicating possession by using the possessive apostrophe with plural nouns</li><li>○ using and punctuating direct speech</li></ul></li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li></ul>
Notes and Guidance	<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Year 3	Year 4
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day</i> , <i>I heard the bad news.</i> ]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition
Punctuation	Introduction to inverted commas to <b>punctuate</b> direct speech	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
Terminology for pupils	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial

All terms in bold should be understood with the meanings set out in the Glossary

Writing – vocabulary, grammar and punctuation: Y5 and Y6  
Programme of study

	Year 5 and Year 6
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
Notes and	<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>

## Appendix 2

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Year 5	Year 6
Word	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i> ].
Sentence	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
Terminology for	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

All terms in bold should be understood with the meanings set out in the Glossary