Vocabulary, grammar and punctuation – Years 1 & 2

Year 1: Detail of content to be introduced (statutory requirement)	
Word	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 **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	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*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

	Year 2: Detail of content to be introduced (statutory requirement)
Word	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 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**
Sentence -	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

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English - Appendix 2: Vocabulary, grammar and punctuation

	Year 2: Detail of content to be introduced (statutory requirement)
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing 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*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma