

Weare Vocabulary, Grammar and Punctuation Overview		Handwriting
Year One		
Word	<p>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.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>How the prefix un– changes the meaning of verbs and subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points [negation, for example, unkind, or undoing: untie the boat].</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters. • form digits 0-9. • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
Sentence	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and.</p>	
Text	Sequencing sentences to form short narratives.	
Punctuation	<p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I</p>	
Terminology for pupils	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	
Year Two		
Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as –ful, –less. (A fuller list of suffixes can be found on page 46 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.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another. • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • write capital letters and digits of the correct size, orientation and
Sentence	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [forexample, she is drumming, he was shouting].</p>	<p>relationship to one another and to lower case letters.</p> <p>use spacing between words that reflects the size of the letters.</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p>	
Terminology for pupils	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.	
Year Three		
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-].</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [forexample, a rock, an open box].</p> <p>Word families based on common words, showing how words are related in form and meaning [forexample, solve, solution, solver, dissolve, insoluble].</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another. • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <p>use spacing between words that reflects the size of the letters.</p>
Sentence	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, before, after, during, in, because of].	
Text	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p>	
Punctuation	Introduction to inverted commas to punctuate direct speech.	

Terminology for pupils	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	
Year Four		
Word	The grammatical difference between plural and possessive –s. 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].	Pupils should be taught to: <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another. • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. use spacing between words that reflects the size of the letters.
Sentence	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). Fronted adverbials [for example, Later that day, I heard the bad news.]	
Text	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	
Punctuation	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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names], Use of commas after fronted adverbials	
Terminology for pupils	Determiner pronoun, possessive pronoun, adverbial.	