| Year 6 test content domain | Language structure  | Standard English  | Vocabulary/Language Structure  | Punctuation  |
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|  | Nouns Verbs AdjectivesConjunctions PronounsAdverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating Conjunctions  | Tense agreement Subject verb agreement Double negativesUse of I and me Contractions  | Word meaning Vocabulary content Concision and precision in vocabulary Synonyms AntonymsWord groups / families Prefixes SuffixesSingular and plural Subordinate clauseRelative clause Fronted adverbial  | Capital letters Full stops Question marks Exclamation marksCommas in lists Commas to mark phrases or clauses Inverted commas ApostrophesBrackets Ellipses ColonsSemicolonHyphenDash |

|  | Word | Sentence  | Text | Punctuation  | Terminology  |
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| Year one | Plural noun suffixes +s es (e.g. dog – dogs; wish, wishes. Suffixes that can be added to verbs – helped, helper, helpingAdding prefixes to verbs and adjectives and how this changes the meaning e.g. ing, ed, er, un | How words can be combined to make sentences.Joining sentences with the conjunction and.  | Sequencing sentences to produce short narratives.  | Using spaces to separate words.Capital lettersFull stops Questions marksExclamation marks Capital letters for names and personal pronoun I.  | Letter Capital lettersWordSingular PluralSentencePunctuation Full stopQuestion markExclamation mark  |
| Year two | Formation of nouns using suffixes e.g. ness, erFormation of adjectives using suffixes e.g. full, less (see year two spelling appendix for more examples).Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.  | Expanded noun phrases for description and specification.To distinguish between, command, exclamation, statement and question. Subordination (when, if, that, because) and coordination (or, and, but).  | Correct and consistent use of past and present tense through writing (ed and irregular)Use of the continuous forms of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).  | Use commas to separate items in a listCapital lettersFull stopsQuestion marksApostrophes to mark singular possession in nouns (e.g. The cow’s nose).Apostrophes for omission (contraction don’t = do not) | Noun Noun phraseAdjective VerbStatement QuestionExclamationCommand Apostrophe Tense (past and present) Comma |
| Year three | Formation of nouns using a range of prefixes e.g. super, anti, autoUse of determiners a and an according to whether the next word begins with an vowel or consonant (e.g. An owl or A bear).Word families based on common words (e.g. medicine – medical, paramedic, medication).  | Express time, place and cause using: conjunctions (e.g. when, so before, after, while, because)Adverbs (e.g. then , next soon, therefore)Prepositions (e.g. before, after, during, in, because of).Subordinate clauses e.g. I met my wife in London, where she grew up. Expanded noun phrases.  | Paragraphs to group related material Headings and subheading to aid presentation.Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).  | Introduction to inverted commas to punctuate direct speech  | Preposition Conjunction Word family AdverbDirect speech Inverted commas Clause Subordinate clause PrefixVowelConsonant letterDeterminer |
| Year four  | The grammatical differences between plural and possessive s (e.g. snake becomes snakes and the snake’s tongue need an apostrophe because it shows ownership). Standard English forms for verb inflictions instead of local spoken forms (e.g. we were instead of we was or I did instead of I done).  | Fronted adverbials (e.g. Later that day, all of a sudden, before sunrise). Appropriate chose of noun or pronoun within and across sentences to avoid repetition and aid cohesion (e.g. Mary rode her bike and she fell off it.)Expanded noun phrases. Subordinate clauses.  | Use of paragraphs to organise ideas around a theme.Appropriate chose of noun or pronoun within and across sentences to avoid repetition and aid cohesion (e.g. Mary rode her bike and she fell off it.) | Use of inverted commas to punctuate direct speech. Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots). Use of commas after fronted adverbials.  | Pronoun Possessive pronoun Fronted adverbial Comma  |
| Year five | Converting nouns or adjectives into suffixes (e.g. ate, ise, ify).Verb prefixes (e.g. dis, de, mis, re). How words are related by meaning of synonyms and antonyms. | Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun (e.g. The girl, who had brown hair, played fairly. Indicating degrees of possibility using modal verbs (e.g. might, should, could, will) and adverbs (e.g. surely, perhaps). | Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), or number (e.g. secondly).Using devices to build cohesion within a paragraph (e.g. then, after that, firstly).  | Brackets, dashes or commas to indicate parenthesis (extra information that disrupts the flow of a sentences).Use commas to clarify meaning or avoid ambiguity.  | Relative clauseModal verbRelative pronoun BracketDash Cohesion Ambiguity Parenthesis Synonyms Antonyms  |
| Year six  | The difference between vocabulary typical of informal speech and vocabulary typical of formal speech and writing (e.g. said verses reported). How words are related by meaning of synonyms and antonyms. Punctuation of bullet points in a list. | Use of passive to affect the presentation of information in a sentence (e.g. I broke the window in the green house verses the greenhouse in the window was broken). The differences between structures typical of informal speech and formal speech writing.The use of subjunctive in some formal writing).  | Linking ideas across paragraphs using a wider range of cohesive devices (e.g. not repeating the same word or phrases).Layout devices such as headings, subheadings, bullet points, columns.  | Use of the semi colon, colon and dash to mark boundary between independent clauses (e.g. it is raining; I’m fed up). Use of the colon to introduce a list. Hyphens to avoid ambiguity (e.g. man eating shark verses man-eating shark).  | Active and passiveSubject and object Hyphen Semi colonColon Synonym Antonym Bullet points  |