| Year 6 test content domain | Language structure | Standard English | Vocabulary/Language Structure | Punctuation |
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|  | Nouns  Verbs  Adjectives  Conjunctions  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating Conjunctions | Tense agreement  Subject verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precision in vocabulary  Synonyms Antonyms  Word groups / families Prefixes Suffixes  Singular and plural  Subordinate clause  Relative clause  Fronted adverbial | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases or clauses  Inverted commas Apostrophes  Brackets  Ellipses  Colons  Semicolon  Hyphen  Dash |

|  | 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, helping  Adding 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 letters  Full stops  Questions marks  Exclamation marks  Capital letters for names and personal pronoun I. | Letter  Capital letters  Word  Singular  Plural  Sentence  Punctuation  Full stop  Question mark  Exclamation mark |
| Year two | Formation of nouns using suffixes e.g. ness, er  Formation 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 list  Capital letters  Full stops  Question marks  Apostrophes to mark singular possession in nouns (e.g. The cow’s nose).  Apostrophes for omission (contraction don’t = do not) | Noun  Noun phrase  Adjective  Verb  Statement  Question  Exclamation  Command  Apostrophe  Tense (past and present)  Comma |
| Year three | Formation of nouns using a range of prefixes e.g. super, anti, auto  Use 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  Adverb  Direct speech  Inverted commas  Clause  Subordinate clause  Prefix  Vowel  Consonant letter  Determiner |
| 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 clause  Modal verb  Relative pronoun  Bracket  Dash  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 passive  Subject and object  Hyphen  Semi colon  Colon  Synonym  Antonym  Bullet points |