



Grammar and Punctuation – Year 1

The following table presents the requirements for Grammar and Punctuation in Year 1. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils to learn
Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	How words can combine to make sentences Joining words and joining sentences using <i>and</i>	Sequencing sentences to form short narratives	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	Word Sentence Letter capital letter full stop punctuation singular plural question mark exclamation mark

It is expected that children will understand the stated terminology in the right hand column and will be able to provide examples when asked.

E.g. What is the **plural** of carrot?



<p>adjective</p>	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> • before a noun, to make the noun’s meaning more specific (i.e. to <u>modify</u> the noun), or • after the verb <i>be</i>, as its <u>complement</u>. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from <u>nouns</u>, which can be.</p> <p>Adjectives are sometimes called “describing words” because they pick out single characteristics such as size or colour. This is often true, but it doesn’t help to distinguish adjectives from other word classes, because <u>verbs</u>, <u>nouns</u> and <u>adverbs</u> can do the same thing.</p>	<p><i>The pupils did some really <u>good</u> work.</i> [adjective used before a noun, to modify it]</p> <p><i>Their work was <u>good</u>.</i> [adjective used after the verb <i>be</i>, as its complement]</p> <p>Not adjectives:</p> <p><i>The lamp <u>glowed</u>.</i> [verb] <i>It was such a bright <u>red</u>!</i> [noun] <i>He walked <u>clumsily</u>.</i> [adverb] <i>It was a French <u>grammar</u> book.</i> [noun]</p>
<p>adverb</p>	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn’t help to distinguish adverbs from other word classes, because <u>prepositions</u>, <u>nouns</u> and <u>subordinate clauses</u> can also do this.</p>	<p><i>Usha went <u>upstairs</u> to play on her computer.</i> [adverb modifying the verb <i>went</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don’t get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p>Not adverbs:</p> <p><i>Usha went <u>up</u> the stairs.</i> [preposition] <i>She finished her work this <u>evening</u>.</i> [noun] <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause]</p>
<p>complement</p>	<p>A <u>verb</u>’s complement adds more information about the verb’s subject (or, in some cases, its object).</p> <p>Unlike the verb’s object, its complement may be an adjective. The verb <i>be</i> normally has a complement.</p>	<p><i>She is <u>our</u> teacher.</i> [adds more information about the subject, <i>she</i>]</p> <p><i>Today is <u>Wednesday</u>.</i> [adds more information about the subject, <i>today</i>]</p> <p><i>Learning makes me <u>happy</u>.</i> [adds more information about the object, <i>me</i>]</p>
<p>digraph</p>	<p>A type of <u>grapheme</u> where two letters represent one <u>phoneme</u>.</p>	<p>The digraph <u>ea</u> in <u>each</u> is pronounced /i:/. </p>



	Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph <u>sh</u> in <u>shed</u> is pronounced /ʃ/. The split digraph <u>i-e</u> in <u>line</u> is pronounced /aɪ/.
GPC	See grapheme-phoneme correspondences .	
grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	The grapheme <u>t</u> in the words <u>ten</u> , <u>bet</u> and <u>ate</u> corresponds to the phoneme /t/. The grapheme <u>ph</u> in the word <u>dolphin</u> corresponds to the phoneme /f/.
grapheme-phoneme correspondences	The links between letters, or combinations of letters, (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme <u>s</u> corresponds to the phoneme /s/ in the word <u>see</u> , but... ...it corresponds to the phoneme /z/ in the word <u>easy</u> .
noun	The surest way to identify nouns is by the ways they can be used: they can go with a verb to act as its subject , and can usually be singular or plural . Nouns are sometimes called “naming words” because they name people, places and “things”; this is often true, but it doesn’t help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name actions.	<i>Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u>!</i> <i>My big <u>brother</u> did an amazing <u>jump</u> on his <u>skateboard</u>.</i> Not nouns: <i>He’s <u>behind</u> you!</i> [this names a place, but is a preposition, not a noun] <i>She can <u>jump</u> so high!</i> [this names an action, but is a verb, not a noun]
phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: <ul style="list-style-type: none"> • /t/ contrasts with /k/ to signal the difference between <i>tap</i> and <i>cap</i> • /t/ contrasts with /l/ to signal the difference between <i>bought</i> and <i>ball</i>. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme .	The word <i>cat</i> has three letters and three phonemes. The word <i>catch</i> has five letters and three phonemes. The word <i>caught</i> has six letters and three phonemes.
plural	A plural noun normally has a suffix -s or -es and means	<u>dogs</u> [more than one dog]



	<p>“more than one”.</p> <p>There are a few nouns with different morphology in the plural (e.g. <i>mice</i>, <i>formulae</i>).</p>	<p><i><u>boxes</u></i> [more than one box]</p> <p><i><u>mice</u></i> [more than one mouse]</p>
prefix	<p>A prefix is added at the beginning of a word in order to turn it into another word.</p> <p>Contrast suffix.</p>	<p><i><u>overnight</u></i></p> <p><i><u>dis</u>appear</i></p>
pronoun	<p>Pronouns are normally used like nouns, except that:</p> <ul style="list-style-type: none"> • they are grammatically more specialised • it is harder to modify them (i.e. it is harder to make their meaning more specific). <p>In the examples, each sentence is written twice: once with pronouns (underlined), and once with nouns. The colours show where the same thing is being talked about.</p>	<p><i><u>She</u> waved to <u>him</u>.</i> <i>Amanda waved to Michael.</i></p> <p><i><u>His</u> mother is over there.</i> <i>John’s mother is over there.</i></p> <p><i><u>This</u> will be an overnight visit.</i> <i>The visit will be an overnight visit.</i></p> <p><i><u>He</u> is the one who broke it.</i> <i>Simon is the one: Simon broke it.</i></p>
punctuation	<p>Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - - () “ ” ’), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points.</p> <p>One important role of punctuation is to indicate sentence boundaries.</p>	<p><i><u>“I’m going out, Usha, and I won’t be long,” Mum said.</u></i></p>
root word	<p>A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in.</p>	<p><i><u>played</u></i> [the root word is <i>play</i>]</p> <p><i><u>unfair</u></i> [the root word is <i>fair</i>]</p>
schwa	<p>The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English.</p> <p>It is written as /ə/ in the International Phonetic</p>	<p>/ə lɒŋ/ [<i><u>a</u>long]</i></p> <p>/bʌtə/ [<i><u>u</u>tter]</i></p> <p>/dɒktə/ [<i><u>u</u>ctor]</i></p>



	Alphabet. In the English writing system, it can be written in many different ways.	
sentence	A sentence is a group of <u>words</u> which are grammatically connected, and where nothing is grammatically missing. In other words, a sentence must be grammatically complete.	<i>John went to his friend's house.</i> Contrast: <i>John went to.</i> [The preposition <i>to</i> should be linked to a noun, but the noun is missing. This is not grammatically complete, and so it is not a sentence.]
stressed	A <u>syllable</u> is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	<u>about</u> <u>visit</u>
suffix	A suffix is an “ending”, something used at the end of one word to turn it into another word. Suffixes can often change one word class into another. Contrast <u>prefix</u> .	<i>call</i> → <i>called</i> <i>teach</i> → <i>teacher</i> [turns a verb into a noun] <i>terror</i> → <i>terrorise</i> [turns a noun into a verb]
syllable	A syllable sounds like a beat in a <u>word</u> . Syllables consist of at least one <u>vowel</u> , and possibly one or more <u>consonants</u> .	<i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.
trigraph	A type of <u>grapheme</u> where three letters represent one <u>phoneme</u> .	<u>high</u> <u>pure</u> <u>patch</u> <u>hedge</u>
unstressed	See <u>stressed</u> .	
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u> , either <u>present</u> or <u>past</u> . (See also <u>future</u> .) Verbs are sometimes called “doing words” because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn’t distinguish verbs from <u>nouns</u> (which can also name actions), and moreover many verbs do not name actions.	<i>He <u>looked</u> out of the school bus window.</i> [present tense] <i>The teacher <u>wrote</u> a song for the class.</i> [past tense] <i>We <u>will go</u> to the zoo soon!</i> [present tense + infinitive] <i>He <u>likes</u> chocolate.</i> [present tense] Not verbs: <i>The <u>walk</u> to Harriet’s house will take an</i>



		<i>hour.</i> [noun] <i>Surfing makes Michelle so sleepy!</i> [noun]
word	<p>A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.</p> <p>Sometimes, what appears to be two words are grammatically treated as one. This may be indicated with a hyphen or apostrophe.</p>	<p><i>headteacher</i> or <i>head teacher</i> [can be written with or without a space]</p> <p><i>primary-school teacher</i> [normally written with a hyphen]</p> <p><i>I'm</i> going out.</p> <p><i>9.30 am</i></p>