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. *dog*, *dogs; wish*, *wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*	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?

Year 1

adjective	The surest way to identify adjectives is by the ways they can be used: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb *be*, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. 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 verbs, nouns and adverbs can do the same thing.	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its complement] Not adjectives: *The lamp glowed.* [verb] *It was such a bright red!* [noun] *He walked clumsily.* [adverb] *It was a French grammar book.* [noun]
adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific. 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 prepositions, nouns and subordinate clauses can also do this.	*Usha went upstairs to play on her computer.* [adverb modifying the verb *went*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] Not adverbs: *Usha went up the stairs.* [preposition] *She finished her work this evening.* [noun] *She finished when the teacher got cross.* [subordinate clause]
complement	A verb's complement adds more information about the verb's subject (or, in some cases, its object). Unlike the verb's object, its complement may be an adjective. The verb *be* normally has a complement.	*She is our teacher.* [adds more information about the subject, *she*] *Today is Wednesday.* [adds more information about the subject, *today*] *Learning makes me happy.* [adds more information about the object, *me*]
digraph	A type of grapheme where two letters represent one phoneme.	The digraph *ea* in *each* is pronounced /i:/.

	Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph *sh* in *shed* is pronounced /ʃ/. The split digraph *i–e* in *line* 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 *t* in the words *ten*, *bet* and *ate* corresponds to the phoneme /t/. The grapheme *ph* in the word *dolphin* 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 *s* corresponds to the phoneme /s/ in the word *see*, but… …it corresponds to the phoneme /z/ in the word *easy*.
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.	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* Not nouns: *He's behind you!* [this names a place, but is a preposition, not a noun] *She can jump so high!* [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: • /t/ contrasts with /k/ to signal the difference between *tap* and *cap* • /t/ contrasts with /l/ to signal the difference between *bought* and *ball*. 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 *cat* has three letters and three phonemes. The word *catch* has five letters and three phonemes. The word *caught* has six letters and three phonemes.
plural	A plural noun normally has a suffix *–s* or –es and means	*dogs* [more than one dog]

	"more than one". There are a few nouns with different morphology in the plural (e.g. *mice, formulae*).	*boxes* [more than one box] *mice* [more than one mouse]
prefix	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	*overnight* *disappear*
pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them (i.e. it is harder to make their meaning more specific). 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.	***She*** *waved to* ***him****.* ***Amanda*** *waved to* ***Michael****.* ***His*** *mother is over there.* ***John's*** *mother is over there.* ***This*** *will be an overnight* ***visit****.* *The* ***visit*** *will be an overnight* ***visit****.* ***He*** *is the one* ***who*** *broke it.* ***Simon*** *is the one:* ***Simon*** *broke it.*
punctuation	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. One important role of punctuation is to indicate sentence boundaries.	*"I'm going out, Usha, and I won't be long," Mum said.*
root word	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.	*played* [the root word is *play*] *unfair* [the root word is *fair*]
schwa	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in the International Phonetic	/əlɒŋ/ [*along*] /bʌtə/ [*butter*] /dɒktə/ [*doctor*]

	Alphabet. In the English writing system, it can be written in many different ways.	
sentence	A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing. In other words, a sentence must be grammatically complete.	*John went to his friend's house*. Contrast: *John went to.* [The preposition *to* 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 syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit
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 prefix.	*call* → *called* *teach* → *teacher* [turns a verb into a noun] *terror* → *terrorise* [turns a noun into a verb]
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
trigraph	A type of grapheme where three letters represent one phoneme.	*high* *pure* *patch* *hedge*
unstressed	See stressed.	
verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past. (See also future.) 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 nouns (which can also name actions), and moreover many verbs do **not** name actions.	*He looked out of the school bus window.* [present tense] *The teacher wrote a song for the class.* [past tense] *We will go to the zoo soon!* [present tense + infinitive] *He likes chocolate.* [present tense] Not verbs: *The walk to Harriet's house will take an*

		hour. [noun] *Surfing makes Michelle so sleepy!* [noun]
word	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. Sometimes, what appears to be two words are grammatically treated as one. This may be indicated with a hyphen or apostrophe.	*headteacher* or *head teacher* [can be written with or without a space] *primary-school teacher* [normally written with a hyphen] *I'm* going out. *9.30 am*