

Year 1 Writing

Holly Primary School

Grammar used in Year 1

Key vocabulary

noun	A single word that names a person, place or thing. <i>e.g. Mr Smith, cat, house, table</i>
suffix	A suffix is a letter or group of letters that can be added to a word to make a new word. <i>e.g. noun – dog dogs or verb - help helping</i>
singular	Just one of something. <i>e.g. dog jump lift</i>
plural	More than one of something. Adding suffix s/es. <i>e.g. cat – cats box – boxes jump – jumps dish - dishes</i>
determiner	A single word that introduces a noun (an introducing word) <i>e.g. a, an, the the dog an orange a building</i>
adjective	A single word that describes a noun. <i>e.g. small, gigantic (size) red, blue (colour)</i>
noun phrase	A group of words that describe a person, place or thing. Has a determiner and a noun <i>e.g. the house, a dog. Can be expanded by adding an adjective e.g. the blue butterfly, the old man)</i>
sentence	A group of words that make sense on their own, containing a subject (who/what the sentence is about) and a verb.
verb	A single word that describes an action. <i>e.g. jump, skip, shout, ride</i>
preposition	A single word that describes time (when) or place (where) <i>e.g. after, at, before, near, inside, off, on, up, with</i>
adverbial phrase	Tells us where/when something happens and contains a preposition. <i>e.g. down the road at lunchtime on Tuesday with Jim</i>
conjunction	A single word that joins (a joining word).
co-ordinating conjunctions	These join ideas. <i>e.g. and but cats and dogs small but strong</i>
tense	Tells us when an action took/takes/is taking place. <i>e.g. suffix s/es for present tense (pushes, jumps) ed for past tense (waited)</i>
main clause	A complete sentence that makes sense on its own.

Year 1 Writing

Holly Primary School

Punctuation used in Year 1

Key vocabulary	Description	Examples
capital letter ABCD	Used at the start of a sentence. Used at the start of proper nouns when they are people's names. Used for the personal pronoun 'I'	The two children played. Joe and Marian were good friends. I enjoyed the visit to the zoo.
Finger spaces	Separating words with a space in between them – the size of a 'finger'.	Fred was happy to go to his friend's house for tea.
full stop .	Used to show the end of a sentence.	They went to the beach. The purple flower was in the garden.
question mark ?	Used to show a question.	What is your name? Why is it raining?
exclamation mark !	Used to show exclamation (strong emotion).	What a wonderful day! Oh no! Help!

Year 2 Writing

Holly Primary School

Grammar

Key vocabulary

noun	A single word that names a person, place or thing. <i>e.g. Mr Smith, cat</i>
noun phrase	A group of words that describe a person, place or thing <i>e.g. the house, a dog.</i> Can be expanded by adding an adjective <i>e.g. the blue butterfly, the old man)</i>
statement	A sentence that gives you information and finishes with a full stop. <i>e.g. He walked to the park.</i>
question	A sentence that needs an answer and ends with a question mark. <i>e.g. Why are you here?</i>
Exclamation sentence	A sentence that starts with 'What' or 'How and has a verb in it. <i>e.g. What a lovely day it is!</i>
command	A sentence that orders you to do something. <i>e.g. Post the letter.</i>
compound	A compound sentence is where the clauses are linked by co-ordinating conjunctions.
suffix	A suffix is a letter or group of letters that can be added to the end of a word to make a new word. <i>e.g. fight fights run running</i>
adjective	A single word that describes a noun. <i>e.g. small, round, tall</i>
verb	A single word that describes an action. <i>e.g. jump, skip, shout, ride</i>
adverb	A single word that describes how a verb happens. <i>e.g. slowly</i>
tense	Tells us when an action took/takes/is taking place. <i>past/present</i>
conjunction	A single word that joins (a joining word).
co-ordinating conjunctions	These join ideas. <i>and, so, but, or</i> <i>e.g. He played but fell over.</i>
subordinating conjunctions	These start an adverbial clause. <i>when, if, because</i> <i>e.g. They went in because it was raining.</i>
main clause	A complete sentence that makes sense on its own.
adverbial phrase	Tells us where/when/how something happens. <i>e.g. It rained in the forest. At midnight, it was pitch black. Slowly, he skipped.</i>
adverbial clause	A group of words that forms a dependent clause and acts as an adverb in a sentence. They contain a subject and a verb and start with a subordinating conjunction. <i>e.g. They stayed in because it was raining.</i>
direct speech	Words that are spoken out loud by a character and surrounded by inverted commas/speech marks. <i>e.g. "Stop there!"</i>

Year 2 Writing

Holly Primary School

Punctuation

Key vocabulary	Description	Examples
capital letter ABCD	Used at the start of a sentence. Used at the start of proper nouns.	He was ready for the party that afternoon. They went to the Tower of London when they visited.
full stop .	Used to show the end of a sentence.	They went for a long walk on the beach. The dog rolled in the muddy puddle.
question mark ?	Used to show a question.	What time do we need to get there? Where are we going this afternoon?
exclamation mark !	Used to show exclamation (strong emotion).	What an incredible sight! Oh no! Help!
apostrophe '	Used to mark where letters are missing in a spelling. Used to mark singular possession in nouns.	do not □ don't cannot □ can't is not □ isn't will not □ won't the girl's name Peter's coat the boy's pencil
comma ,	Used to separate items in a list. Used to separate two adjectives. Used at the end of a fronted adverbial.	Mary bought eggs, milk, sausages and bread. Thick, black dust covered every surface. In the morning, the sun rose in the sky.
inverted commas/speech marks “ ”	Used to mark direct speech in a sentence.	“Who are you?” the policeman asked.

Year 3 Writing

Holly Primary School

Grammar

Key vocabulary

conjunction	A single word that joins (a joining word).
co-ordinating conjunctions	These join ideas. <i>and, so, but, or</i> <i>e.g. He played but fell over.</i>
subordinating conjunctions	These start an adverbial clause. <i>when, if, because</i> <i>e.g. They went in because it was raining.</i>
main clause	A complete sentence that makes sense on its own.
preposition	A single word that describes time (when) or place (where) <i>e.g. after, at, before, near, inside, off, on, up, with</i>
prefix	A prefix is a letter or group of letters that can be added to the start of a word to make a new word. <i>e.g. tie untie appear disappear</i>
present perfect tense	A tense used for past actions that are related to or continue into the present. Contains the helper verbs 'has' or 'have'. <i>e.g. He has gone out to play.</i>
linking adverbs	Adverbs that are used to link ideas or clauses in spoken discourse or written text. <i>e.g. Soon, Next, After that, Finally, However,</i>
non-finite clause	Contains a verb that doesn't show tense or time. Often used to allow the subject to do more than one thing at a time. <i>e.g. Smiling, the ballerina danced across the room.</i>
adverbial phrase	Tells us where/when/how something happens. <i>e.g. It rained in the forest. At midnight, it was pitch black. Slowly, he skipped.</i>
adverbial clause	A group of words that form a dependent clause and act as an adverb in a sentence. They contain a subject and a verb and start with a subordinating conjunction. <i>e.g. They stayed in because it was raining.</i>
direct speech	Words that are spoken out loud by a character and surrounded by inverted commas/speech marks. <i>e.g. "Stop there!"</i>

Year 3 Writing

Holly Primary School

Punctuation

Key vocabulary	Description	Examples
<i>capital letter, full stop, question mark, exclamation mark</i>	<i>Continued and reinforced use from KS1 (see Knowledge Organisers for Years 1 and 2)</i>	
apostrophe '	Used to mark plural possession in nouns.	The girls' laughter echoed in the darkness.
comma ,	Used to separate fronted adverbial. Used to separate multiple predicates in a sentence. Used to separate a linking adverb at the start of a sentence. Used to separate a simile at the start of a sentence. Used to separate an adverbial clause at the start of a sentence. Used to separate a non-finite clause in a sentence (end/start).	<i>In the morning</i> , the sun rose in the sky. The girl danced through the park, skipped through the forest and finished at her house. <i>Next</i> , place the bowl in the microwave. <i>Like a ninja</i> , the burglar crept across the damp grass. <i>Although it was raining</i> , the children still played outside. <i> Holding it firmly</i> , the boy leapt from the ship. The boy leapt from the ship, <i>holding it firmly</i> .
inverted commas/speech marks “ ”	Used to mark direct speech in a sentence.	“Who are you?” the policeman asked.

Year 4 Writing

Holly Primary School

Grammar

Key vocabulary

main clause	A complete sentence that makes sense on its own.
co-ordinating conjunctions	These join ideas. <i>and, so, but, or</i> e.g. He played but fell over.
subordinating conjunctions	These start an adverbial clause. <i>when, if, because</i> e.g. They went in because it was raining.
pronoun	A word used instead of a noun or noun phrase. Refer to either a noun already mentioned or a noun that does not need to be named specifically e.g. Peter was happy because he found a new friend.
possessive pronoun	A pronoun used to show possession/ownership. e.g. <i>hers, his, ours, theirs</i>
possessive determiner	A single word that shows ownership of a noun it precedes. e.g. my dog her orange their building our turn
non-finite clause	Contains a verb that doesn't show tense or time. Often used to allow the subject to do more than one thing at a time. e.g. Smiling , the ballerina danced across the room.
linking adverbs	Adverbs that are used to link ideas or clauses in spoken discourse or written text. e.g. <i>Soon, Next, After that, Finally, However,</i>
adverbial phrase	Tells us where/when/how something happens. e.g. It rained in the forest . At midnight , it was pitch black. Slowly , he skipped.
adverbial clause	A group of words that form a dependent clause and act as an adverb in a sentence. They contain a subject and a verb and start with a subordinating conjunction. e.g. They stayed in because it was raining.
appositives	A noun or noun phrase that immediately follows another noun, adding information to it. e.g. The monument, a giant structure , loomed on the horizon.
relative clause	Gives more information about the noun it follows and starts with a relative pronoun. e.g. The boy, who was bored , fell asleep in class.
relative pronouns	Used at the start of a relative clause. e.g. <i>who, whose, that, which</i>
direct speech	Words that are spoken out loud by a character and surrounded by inverted commas/speech marks. e.g. "Stop there!"

Year 4 Writing

Holly Primary School

Punctuation

Key vocabulary	Description	Examples
<i>capital letter, full stop, question mark, exclamation mark</i>	<i>Continued and reinforced use from KS1 (see Knowledge Organisers for Years 1 and 2)</i>	
apostrophe ,	Used to mark plural possession in nouns.	The girls' laughter echoed in the darkness.
comma ,	Used to separate two fronted adverbials. Used to separate multiple clauses in a sentence. Used to separate a linking adverb at the start of a sentence. Used to separate an adverbial clause at the start of a sentence. Used before the close of speech. Used to surround an appositive in a sentence.	<i>Slowly but surely</i> , the sun rose in the sky. The boy's knees knocked, his hair stood on end and his heart pounded in his chest. <i>However</i> , it was not what he expected. <i>Although it was raining</i> , the children still played outside. <i>"I'm really not sure,"</i> the girl said quietly. The monument, <i>a towering monster</i> , reached high into the sky.
inverted commas/speech marks " "	Used to mark direct speech in a sentence.	"Who are you?" the policeman asked.

Year 5 Writing

Holly Primary School

Grammar

Key vocabulary

non-finite clause	Contains a verb that doesn't show tense or time. Often used to allow the subject to do more than one thing at a time. <i>e.g. Smiling, the ballerina danced across the room.</i>
linking adverbs	Adverbs that are used to link ideas or clauses in spoken discourse or written text. <i>e.g. Soon, Next, After that, Finally, However,</i>
adverbial phrase	Tells us where/when/how something happens. <i>e.g. It rained in the forest. At midnight, it was pitch black. Slowly, he skipped.</i>
adverbial clause	A group of words that form a dependent clause and act as an adverb in a sentence. They contain a subject and a verb and start with a subordinating conjunction. <i>e.g. They stayed in because it was raining.</i>
appositives	A noun or noun phrase that immediately follows another noun, adding information to it. <i>e.g. The monument, a giant structure, loomed on the horizon.</i>
relative clause	Gives more information about the noun it follows and starts with a relative pronoun. <i>e.g. The boy, who was bored, fell asleep in class.</i>
direct speech	Words that are spoken out loud by a character and surrounded by inverted commas/speech marks. <i>e.g. "Stop there!"</i>
modal verbs	Helper/auxiliary verbs that show possibility/probability of something happening <i>e.g. must, might, could, should, may, will</i> <i>It might rain tonight. It will rain tonight.</i>
parenthesis	A word, phrase or clause inserted into a sentence as an 'afterthought' or aside, usually marked by brackets, dashes or commas. The sentence makes sense without its inclusion. <i>e.g. The sentence (without the additional information) would still make sense.</i>
cohesion	Cohesive writing is writing that is well-structured with linked ideas that follow a logical pattern. Sentences and paragraphs flow smoothly. Techniques include maintaining tense, use of linking adverbs and pronouns.

Year 5 Writing

Holly Primary School

Punctuation

Key vocabulary	Description	Examples
<i>capital letter, full stop, question mark, exclamation mark</i>	<i>Continued and reinforced use from KS1 (see Knowledge Organisers for Years 1 and 2)</i>	
parenthesis: bracket dash comma	Used to show additional information has been added into a sentence that isn't necessary. Often expands/explains. Used to 'interrupt' the writing as an aside. Used when adding subordinate clauses (relative/adverbial/non-finite)	The boy (a fearless adventurer) entered the house, ignoring the strange noises. The children searched everywhere – even under the sofas – but still couldn't find it. The teacher, who feeling exceptionally tired, fell asleep in the assembly.
comma ,	Used to separate a linking adverb at the start of a sentence. Used to separate direct speech when after the subject/predicate. (see additional from Year 4)	<i>Next</i> , place the bowl in the microwave. The boy asked, "How are you doing?"
inverted commas/speech marks “ ”	Used to mark direct speech in a sentence.	"Who are you?" the policeman asked.

colon :	Used to introduce a list.	You will need:
semi-colon ;	Used to join two main clauses. Often used to replace a co-ordinating conjunction (for, and, nor, but, or, yet, so)	It was raining hard outside; the children went outside anyway.
Ellipsis ...	Used to show incompleteness.	The boy opened the door, stepped forward and ...

Year 6 Writing

Holly Primary School

Grammar

Key vocabulary

non-finite clause	Contains a verb that doesn't show tense or time. Often used to allow the subject to do more than one thing at a time. <i>e.g. Smiling, the ballerina danced across the room.</i>
linking adverbs	Adverbs that are used to link ideas or clauses in spoken discourse or written text. <i>e.g. Soon, Next, After that, Finally, However,</i>
adverbial phrase	Tells us where/when/how something happens. <i>e.g. It rained in the forest. At midnight, it was pitch black. Slowly, he skipped.</i>
adverbial clause	A group of words that form a dependent clause and act as an adverb in a sentence. They contain a subject and a verb and start with a subordinating conjunction. <i>e.g. They stayed in because it was raining.</i>
appositives	A noun or noun phrase that immediately follows another noun, adding information to it. <i>e.g. The monument, a giant structure, loomed on the horizon.</i>
relative clause	Gives more information about the noun it follows and starts with a relative pronoun. <i>e.g. The boy, who was bored, fell asleep in class.</i>
direct speech	Words that are spoken out loud by a character and surrounded by inverted commas/speech marks. <i>e.g. "Stop there!"</i>
active voice	When the subject ('star') of the sentence does the action described by the verb. <i>e.g. The girl threw the ball. (The girl is the subject and is 'doing' the action.)</i>
passive voice	When the subject is 'passive' and is the recipient of the actions described by the verb. <i>e.g. The ball was thrown by the girl. (The ball is having something done to it – it is being 'passive'.)</i>
subjunctive mood	Is used to suppose, wish, propose or hypothesise about something that might or could happen. In its simplest use, will use 'were' with 'if'. <i>e.g. If I were in charge, I would have extra lunchtime.</i>
synonym	A word that has the same or similar meaning to a different word. <i>e.g. big huge sad unhappy</i>
antonym	A word that had the opposite meaning to a different word. <i>e.g. sad happy large small</i>

Year 6 Writing

Holly Primary School

Punctuation		
Key vocabulary	Description	Examples
<i>capital letter, full stop, question mark, exclamation mark</i>	<i>Continued and reinforced use from KS1</i>	
parenthesis: bracket dash comma	<p>Used to show additional information has been added into a sentence that isn't necessary. Often expands/explains.</p> <p>Used to 'interrupt' the writing as an aside.</p> <p>Used when adding subordinate clauses (relative/adverbial/non-finite)</p>	<p>The boy (a fearless adventurer) entered the house, ignoring the strange noises.</p> <p>The children searched everywhere – even under the sofas – but still couldn't find it.</p> <p>The teacher, who was feeling exceptionally tired, fell asleep in the assembly.</p>
comma ,	<p>Used to separate a linking adverb at the start of a sentence.</p> <p>Used to separate subjunctive mood at the start of a sentence.</p> <p>Used to separate direct speech when after the subject/predicate.</p> <p>Used to avoid ambiguity.</p>	<p><i>Next</i>, place the bowl in the microwave.</p> <p><i>If he were the king</i>, he could do whatever he wanted.</p> <p>The boy asked, "How are you doing?"</p> <p>Let's eat grandma. Let's eat, grandma.</p>

inverted commas/speech marks “ “	Used to mark direct speech in a sentence.	“Who are you?” the policeman asked.
colon :	Used to illustrate/expand an idea or explain. Used to join two main clauses. Often used to replace as/because.	I felt happy: my heart swelled and a smile lit up my face. The children had to miss their breaktime: they hadn't completed any homework all term.
semi-colon ;	Used to join two main clauses. Often used to replace a co-ordinating conjunction (for, and, nor, but, or, yet, so) Used in a complex list.	It was raining hard outside; the children went outside anyway. The monster had hairy nostrils; red and purple eyes; and hair like snakes.
Ellipsis ...	Used to show incompleteness.	The boy opened the door, stepped forward and ...
hyphen -	Used to avoid ambiguity. Used to create similes.	child-eating monster man-eating snake sugar-free scissor-like animal-like