

## Vocabulary & Standard English Y1 – Y6

Year	Word content	Links to Docs
<b>1</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p><b>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</b></p>	<p><b>Grammar for Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y3 Unit 11 (p54) Pluralisation</li> </ul> <p><b>Support for Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ Year 2 Term 1 (ii) Suffixes</li> <li>▪ Year 2 Term 2 (ii) Plurals</li> <li>▪ Year 2 Term 3 (i) Prefixes</li> </ul>
<b>2</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p>	<p><b>Grammar for Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y3 Unit 1: Verbs</li> <li>▪ Y4 Unit 22: Powerful verbs</li> <li>▪ Y4 Unit 30: Changing words</li> </ul> <p><b>Support for Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ Year 2 Term 1 (ii);</li> <li>▪ Year 2 Term 2 (ii) Plurals;</li> <li>▪ Year 3 Term 2 (ii) Suffixes</li> </ul> <p><b>Developing Early Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y2 Unit B: Verbs (p.135)</li> <li>▪ Y2 Unit D: Verbs (p.138)</li> <li>▪ Y2 Unit G: Nouns (p.142)</li> </ul>
<b>3</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, <u>an</u> open box</i>]</p>	<p><b>Grammar for Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y4 Unit 23: Adverbs</li> </ul> <p><b>Support for Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ Y2 Term 3 (i)</li> <li>▪ Y3 Term 3 (ii)</li> </ul>

	<p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<ul style="list-style-type: none"> <li>▪ Y4 Term 3 (ii)</li> <li>▪ Y5 Term 2 (ii)</li> </ul> <p><b>Learning and teaching for bilingual children in the primary years:</b></p> <ul style="list-style-type: none"> <li>▪ Y2 Unit 3 Determiners</li> </ul>
4	<p>The grammatical difference between <b>plural</b> and <b>possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p><b>Grammar for Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y5 Unit 41 Standard English</li> <li>▪ Y6 Unit 44 Standard English</li> </ul>
5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>–ate; –ise; –ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis–, de–, mis–, over– and re–</i>]</p>	<p><b>Support for Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ Year 2 Term 3 (i)</li> <li>▪ Year 3 Term 3 (ii)</li> <li>▪ Year 4 Term 3 (ii)</li> <li>▪ Year 5 Term 2 (ii)</li> </ul>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p><b>Grammar for Writing:</b></p> <ul style="list-style-type: none"> <li>▪ Y5 Unit 33 Standard English</li> <li>▪ Y6 Unit 49: Official language</li> </ul> <p><b>Support for Spelling:</b></p> <ul style="list-style-type: none"> <li>▪ Y3 Term 3 (ii)</li> <li>▪ Y5 Term 2 (ii)</li> </ul>