Some NC text falls into more than one category: *cohesion (needs effective and consistent grammatical use) and **punctuation (the method by which the grammatical effect is marked by).

Sentences	Nouns and noun phrases	Adverbials	Verbs	*Cohesion/ Coherence	**Punctuation	Key words to use in writing
Y1-S-How words can combine to make sentences *Y1-T-Sequencing sentences to form short narratives **Y1-P-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences **Y1-P- Capital letters for names and for the personal pronoun I Y1-S- Joining words and joining clauses using and	Y1-W- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Y1-W- How the prefix un– changes the meaning of ... adjectives [negation, for example, unkind]	-	Y1-W-Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Y1-W- How the prefix un– changes the meaning of verbs … [negation, for example, undoing: untie the boat]	*Y1-T-Sequencing sentences to form short narratives	Y1-P- Separation of words with spaces **Y1-P-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences **Y1-P- Capital letters for names and for the personal pronoun I	And I Un- (adjectives) -s; -es (regular nouns) -ing; -ed; -er (regular)
Y2-S-Subordination (using when, if, that, because) and co-ordination (using or, and, but) **Y2-P- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Y2-S- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Y2-W-Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Y2-W- Formation of adjectives using suffixes such as –ful, –less Y2-W- Use of the suffixes –er, –est in adjectives Y2-S- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Y2-W-Use of the suffix –ly in Standard English to turn adjectives into adverbs	*Y2-T- Correct choice and consistent use of present tense and past tense throughout writing Y2-T-Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] **Y2-P-Apostrophes to mark where letters are missing in spelling	*Y2-T- Correct choice and consistent use of present tense and past tense throughout writing	**Y2-P- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **Y2-P-Commas to separate items in a list **Y2-P-Apostrophes to mark singular possession in nouns [for example, the girl's name] **Y2-P-Apostrophes to mark where letters are missing in spelling	when, if, that, because or, and, but -ness; -er (nouns) -ly (adverbs) e.g. sudden -> suddenly; quick -> quickly Compound words -ful; -less (adjectives) -er; -est (adjectives) Adjectives (e.g. description of appearance, colour…) Apostrophe use (don't, girl's)

	**Y2-P-Commas to separate items in a list **Y2-P-Apostrophes to mark singular possession in nouns [for example, the girl's name]					Progressive tense (using form of 'to be' before -ing verb forms) Past tense verbs Present tense verbs
Y3-S-Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **Y3-P- Introduction to inverted commas to punctuate direct speech	Y3-W- Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Y3-W- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Y3-W- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Y3-S-Expressing time, place and cause using **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]	Y3-T- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Y3-T- Introduction to paragraphs as a way to group related material Y3-T-Headings and sub-headings to aid presentation	**Y3-P- Introduction to inverted commas to punctuate direct speech	Super-; anti-; auto- (nouns) an (and a) word families (wide range of prefix, suffix use) when, before, after, while, so, because (conjunctions) then, next, soon, therefore (adverbs) before, after, during, in, because of (prepositions) Present perfect tense (using form of 'to have' before past tense verb form e.g. She has walked… they have looked)
**Y4-P- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'] **Y4-P- Use of commas after fronted adverbials	Y4-W- The grammatical difference between plural and possessive –s Y4-S- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) *Y4-T- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Y4-S- Fronted adverbials [for example, Later that day, I heard the bad news.] **Y4-P- Use of commas after fronted adverbials	Y4-W- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Y4-T- Use of paragraphs to organise ideas around a theme *Y4-T- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	**Y4-P- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'] **Y4-P- Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **Y4-P- Use of commas after fronted adverbials	-s (plural and possessive) Adjectives, nouns and prepositions e.g. the strict maths teacher with curly hair. Adverbial phrases e.g. Later that day, Pronouns (e.g. he, she, it, my, hers, his – and many determiners) Apostrophe use (e.g. the girls' names – plural possession)

	**Y4-P- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]					
**Y5-P- Use of commas to clarify meaning or avoid ambiguity **Y5-P- Brackets, dashes or commas to indicate parenthesis	Y5-S- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **Y5-P- Use of commas to clarify meaning or avoid ambiguity	Y5-S- Indicating degrees of possibility using adverbs [for example, perhaps, surely] *Y5-T- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] *Y5-T- Linking ideas across paragraphs using… adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]	Y5-W- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Y5-W- Verb prefixes [for example, dis–, de–, mis–, over– and re–] Y5-S- Indicating degrees of possibility using modal verbs [for example, might, should, will, must). *Y5-T- Linking ideas across paragraphs using… tense choices [for example, he had seen her before]	*Y5-T- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] *Y5-T- Linking ideas across paragraphs using… adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] *Y5-T- Linking ideas across paragraphs using… tense choices [for example, he had seen her before]	**Y5-P- Brackets, dashes or commas to indicate parenthesis **Y5-P- Use of commas to clarify meaning or avoid ambiguity	-ate; -ise; -ify (verbs) Dis-; de-; mis-; over-; re- (verbs) who, which, where, whose, that, when (relative pronouns) perhaps, surely (adverbs) might, should, will, must (modal verbs) then, after that, this, firstly (adverbials supporting cohesion) adverbials of time (e.g. later) adverbials of place (e.g. nearby) adverbials of number (e.g. secondly) tense choices (verb suffixes and use of auxiliary verbs forms of 'to have' and 'to be')
Y6-S- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? **Y6-P- Use of the semi-colon, colon and dash to mark the boundary	*Y6-W- How words are related by meaning as synonyms and antonyms [for example, big, large, little]. **Y6-P- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	*Y6-T- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Y6-S- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Y6-W- The difference between structures (vocabulary) typical of	*Y6-W- How words are related by meaning as synonyms and antonyms [for example, big, large, little]. *Y6-T- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example,	*Y6-T- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] **Y6-P- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Words related by meaning (synonyms, antonyms, near synonyms, connected vocabulary) were (use of subjunctive form e.g. if I were to come) adverbials to link paragraphs (e.g. on the other hand, in contrast, as a consequence)

between independent clauses [for example, It's raining; I'm fed up]			informal speech and structures appropriate for formal speech and writing [e.g. find out = discover; ask for = request; go in = enter] Y6-S- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.	the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis *Y6-T- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Y6-P- Use of the colon to introduce a list and use of semi-colons within lists Y6-P- Punctuation of bullet points to list information **Y6-P- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	hyphenated words (e.g. man-eating)