<table>
<thead>
<tr>
<th>Year 1</th>
<th>Terminology Pupils Should Recognise</th>
<th>Word Level</th>
<th>Sentence Level</th>
<th>Text Level</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Letter</td>
<td>• 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</td>
<td>• How words can combine to make sentences</td>
<td>• Sequencing sentences to form short narratives</td>
<td>• Separation of words with spaces</td>
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<tr>
<td></td>
<td>• Capital letter</td>
<td>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</td>
<td>• Joining words and joining clauses using and</td>
<td></td>
<td>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</td>
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<tr>
<td></td>
<td>• Word</td>
<td>• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</td>
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<td>• Capital letters for names and for the personal pronoun I</td>
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<td></td>
<td>• Singular</td>
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