Punctuation and Grammar

Edleston Primary School

Year FS

The following should be taught FS	
Punctuation	• The use of capital letters, full stops, finger spaces.
Grammar and Vocabulary	• Writing simple sentences which can be read by themselves and others.
Grammatical terms that children should know	• Finger space • Letter • Word • Sentence • Full stop • Capital letter

<u>Year 1</u>

The following should be taught at year 1.	
Punctuation	- Separation of words with finger spaces. - The use of capital letters, full stops, question marks and exclamation marks in sentences. - Capital letter for proper nouns (names of people, places, days of the week). - Capital letter for the personal pronoun i
Grammar and Vocabulary	- The use of regular plural noun suffixes. e.g. adding s or es. (dog – dogs and wish – wishes) - Adding suffixes to words where there is no change to the spelling of the root word: e.g. root word – help becomes helping, helper, helped. - Using and understanding how the prefix *un* changes the meaning of verbs and adjectives. e.g. kind – unkind, tie – untie. - How words can make simple sentences. - Join words and clauses with and.
Grammatical terms that children should know	- Letter - Capital letter - Full stop - word - Singular and plural - Sentence - Punctuation - Question mark - Exclamation mark

Year 2

	The following should be taught at year 2, ensuring that year 1 content is secure.
Punctuation	- The use of capital letters, full stops, question marks and exclamation marks in sentences. - The use of commas to separate items in a list - The use of apostrophes for omission. e.g. did not – didn't - The use of apostrophe to show singular possession in nouns e.g. the girl's name [as there is 1 girl and the name belongs to her].
Grammar and Vocabulary	- Using suffixes in nouns e.g. ness, er and by compounding e.g whiteboard, superman. - Using suffixes in adjectives e.g. -ful, -less, -er, -est - Using the suffix *ly* to change adjectives into adverbs. - To use subordination in sentences e.g. if, when, that, because - To use coordination in sentences e.g. or, and, but - Know how to expand noun phrases for description or specification. (Includes 2A sentences.) e.g. noun phrase - *The butterfly* changes to *The beautiful, colourful butterfly.* Noun phrase – *The man* changes to *The man in the moon.* - Know how the grammatical pattern in a sentence indicates its function – statement, question, exclamation or command. - To choose and consistently use the correct tense – past and present. - To know what a noun, adjective and verb is. - Use of progressive form of verbs in present and past tense to mark actions in progress, e.g. she is drawing, he was shouting.
Grammatical terms that children should know	- Noun and noun phrase - Statement, question, exclamation, command. - Compound sentences - Adjective - Verb - Adverb - Suffix - Past tense and present tense - Apostrophe - Comma

Year 3

The following should be taught at year 3, ensuring that year 1 and 2 content is secure.	
Punctuation	• As above for year 1 and 2. • To use inverted commas to punctuate direct speech. e.g. 'I am upset.' she said.
Grammar and Vocabulary	• Using prefixes in nouns e.g. super, anti, auto • To use *a* or *an* correctly depending on whether the next words begins with a consonant or vowel. • To express time, place and cause using: Conjunctions – when, before, after, while, so, because Adverbs – then, next, soon, therefore Prepositions – before, after, during, in, because of • To know word families based on common words, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble. • To know what a main and subordinate clause is (can be taught through w drop in). e.g. The girl, whom I remember, had long black hair. The boy, whose name was George, thinks he is very brave. • Introduction to paragraphs as a way to group related material • Headings and sub headings to aid presentation. • Use the present perfect form of verbs instead of the simple past e.g He has gone out to play contrasted with He went out to play].
Grammatical terms that children should know	• Adverb • Preposition conjunction • Prefix • Word family • Main clause and subordinate clause • Direct speech • Consonant • Vowel • Consonant letter vowel • Inverted commas [or speech marks]

<u>Year 4</u>

The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.	
Punctuation	• The use of apostrophe to show plural possession e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.) • The use of inverted commas and all other punctuation to indicate direct speech.g The conductor shouted, "Sit down!" • The use of commas after fronted adverbials e.g Carefully, she opened the box. (ly opener) e.g. After lunch, they had a maths test.
Grammar and Vocabulary	• To know noun classifications e.g. proper noun, common noun, abstract noun, collective noun, pronoun. • To know the grammatical difference between the plural and possessive *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] • Use of fronted adverbials e.g. Later that day, I heard the bad news. • Use of paragrpahs to organise ideas around a theme • To understand and use Standard English forms instead of local forms e.g. 'We were…' instead of 'We was…' e.g. 'I was given…' instead of 'I got given…' e.g. 'Ruby and I…' instead of 'Me and Ruby…' • Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. • To use conjunctions, adverbs and prepositions to express time and clause.
Grammatical terms that children should know	• Determiner • Proper noun, common noun, abstract noun, collective noun, pronoun. • Article • Connective • Adverbial • Standard English • Possessive pronoun

Year 5

The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.	
Punctuation	- The use of brackets for extra information. [(Outside. Inside.) sentence] - Using commas and dashes to clarify meaning and avoid ambiguity. e.g. A man-eating shark as opposed to A man eating shark.
Grammar and Vocabulary	- To use adverbs to indicate a degree of possibility e.g. perhaps, surely. - To use modal verbs to indicate a degree of possibility e.g. might, should, will, must. - To use relative clauses – who, which, where, when, whose, that or an omitted relative pronoun. e.g. That's the boy who lives near to school. e.g. The prize that I won was a book. - To investigate word order in sentences: e.g. which are essential to meaning? e.g. which can be deleted without damaging the meaning? e.g. which words can be moved into a different order? - To use the perfect form of verbs to mark relationships of time and clause. - To link ideas across paragraphs using adverbials of time [eg later], place [nearby], numbers [secondly] and tense choices [he had seen her before]. - Devices to build cohesion within a paragraph, eg then , after, that, this, firstly] - Converting nouns or adjectives into verbs using suffixes –ate, -use, -ify
Grammatical terms that children should know	- Modal verb - Relative clause/ pronoun - Parenthesis - Bracket - Dash - Cohesion - Ambiguity

Year 6

	The following should be taught at year 6, ensuring that all other year groups content is secured.
Punctuation	• Using hyphens to clarify meaning and avoid ambiguity. e.g. recover versus re-cover. • To use semi colons, colons and dash to mark the boundary between independent clauses. • Punctuation of bullet points to list information • To use ellipsis effectively in writing • Use of colon to introduce a list and semi colon within a list.
Grammar and Vocabulary	• The difference between informal and formal language. e.g. find out – discover, ask for – request, go in – enter • The difference between informal and formal language in writing. e.g. Informal question tags – He's your friend, isn't he? e.g. Formal subjunctive forms – If I were…, Were they to come… • To investigate how words are related by meaning as synonyms and antonyms. • The use of the active and passive to affect the presentation of information in a sentence Eg I broke the window as opposed to the window was broken. • To use a wider range of cohesive devices e.g. adverbials such as on the other hand, in contrast and repetition of words or phrases and ellipsis. • To have a thorough understanding of sentence structures. Able to use headings, sub headings, columns, bullets and tables. • Link ideas across paragraphs. • Using passive verbs to affect the presentation of information in a sentence. • Using expanded noun phrases to convey complicated information concisely.
Grammatical terms that children should know	• Subject and object • Active and passive voice • Synonym and antonym • Ellipsis • Hyphen • Colon • Semi colon • Bullet points