



## Grammar and Punctuation

Year group	Grammar and Punctuation focus across year
R	<ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words</li> <li>• Write simple sentences that can be read by themselves and others.</li> <li>• Attempts to write short sentences in meaningful contexts</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. <i>once upon a time</i></li> </ul>
Y1	<ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clauses using 'and'</li> <li>• Sequencing sentences to form short narratives</li> <li>• Separation of words with spaces</li> <li>• Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</li> <li>• <b>Capital letters for names and for the personal pronoun I</b></li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• 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]</li> <li>• Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</li> <li>• <b>Commas to separate items in a list</b></li> <li>• <b>Apostrophes to mark where letters are missing in spelling</b></li> <li>• <b>Apostrophes to mark singular possession in nouns</b> [for example, the girl's name]</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Introduction to <b>inverted commas</b> to punctuate direct speech</li> </ul>

Y4	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a <b>comma after the reporting clause</b>; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• <b>Apostrophes to mark plural possession</b> [for example, the girl's name, the girls' names]</li> <li>• Use of <b>commas after fronted adverbials</b></li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before]</li> <li>• <b>dashes or commas to indicate parenthesis</b></li> <li>• <b>Use of commas to clarify meaning or avoid ambiguity</b></li> </ul>
Y6	<ul style="list-style-type: none"> <li>• 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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>• 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</li> <li>• <b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</b> [for example, It's raining; I'm fed up]</li> <li>• <b>Use of the colon to introduce a list and use of semi-colons within lists</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Know how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul>
Beyond	<ul style="list-style-type: none"> <li>• Apply growing knowledge of vocabulary and grammar in writing.</li> <li>• Recognise that non-finite clauses are those which do not contain a subject + verb: they contain an infinite verb with or without to, a verb + ing or a verb + ed. For example: -- Diving to the ground, James narrowly escaped the first round of fire. : verb + ing -- Overwhelmed by the kindness, Marie's gaze toured the room taking in every last detail. verb + ed -- To make it safe, Tina would have to test it before the big day: but who would volunteer?: To + infinitive.</li> <li>• Refine expressions so that redundant words and phrases are kept to a minimum. (e.g. overuse of adjectives and adverbs); revises longer sentences and considers whether impact is enhanced e.g. He grabbed the gun vs. He quickly grabbed the gun.</li> </ul>