

WRITING: PUNCTUATION & GRAMMAR

Reception and ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p><u>Sentence structure</u> How words can combine to make sentences.</p> <p>Joining words and joining sentences using <i>and</i>.</p>	<p><u>Sentence structure</u> Subordination (using <i>when, if, that, because</i>) and co-ordination using <i>or, and or but</i>. Expanded noun phrases for description (e.g. the blue butterfly)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><u>Sentence structure</u> Explaining time, place and clause when using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in, because</i>)</p>	<p><u>Sentence structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>).</p> <p>Fronted adverbials (<i>Later that day, I heard bad news</i>).</p>	<p><u>Sentence structure</u> Relative clauses beginning with <i>who, which, where, why, whose, that</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)</p>	<p><u>Sentence structure</u> Use of the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>I were, or, were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing sentences to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to paragraphs as a way to group related material.</p> <p>Headings & sub-headings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the Simple past (e.g. <i>He has gone out to play contrasted with he went out to play</i>)</p>	<p><u>Text structure</u> Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>), and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Using ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast</i>) and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
Write simple sentences which can be read by themselves and others.	<p><u>Punctuation</u> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks &</p>	<p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.</p>	<p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p>	<p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of semi-colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colon within lists.</p>

(Part of ELG)	<p>exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p>Apostrophes to mark where letters are missing in spelling & to mark singular possession of nouns.</p>		<p>Use of commas after fronted adverbials.</p>		<p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • punctuation, full stop, question mark, exclamation mark 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb • tense (past, present) • apostrophe, comma 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • consonant, consonant letter, vowel, vowel letter • inverted commas or speech marks 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • determiner • pronoun, possessive pronoun • adverbial 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points