

In Grammar and Punctuation, your Child will learn to:

YEAR 1	YEAR 2
<ul style="list-style-type: none">• Leave spaces between words• Put words together to make <u>sentences</u>• Join words and <u>clauses</u> using <i>and</i>• Use capital letters, <u>full stops</u>, <u>question marks</u>, and <u>exclamation marks</u>• Use capital letters for names and use / properly• Turn words into <u>plurals</u> using <i>-s</i> or <i>-es</i>• Adding <u>suffixes</u> to <u>verbs</u> without changing the <u>root word</u>, for example <i>helping, helped, helper</i>• Using the <u>prefix</u> <i>un-</i> to change the meaning of <u>verbs</u> and <u>adjectives</u>, for example unkind and unclear• Putting sentences together to write short stories or anecdotes	<ul style="list-style-type: none">• Use capital letters for the start of a sentence and for proper nouns (names of people and places)• Choose the right punctuation mark at the end of a sentence: a full stop, a question mark or an exclamation mark (to show emphasis, humour or strong emotion)• Use <u>conjunctions</u> such as <i>and, but</i> and <i>because</i>, to join <u>clauses</u>. For example, 'Stav cannot play <i>because</i> he has hurt his knee.'• Spot the four types of sentences: <u>statements</u>, <u>questions</u>, <u>exclamations</u> and <u>commands</u>• Use the present tense and past tense in the correct way• Use the <u>progressive</u> (or continuous) form of a verb such as 'he was singing', or 'the class were singing'• Use the <u>suffixes</u> <i>-ness</i> or <i>-er</i> to turn <u>adjectives</u> into <u>nouns</u>, for example 'kindness' and 'teacher'• Write noun phrases (phrases that work like a noun), for example 'that parcel', 'three cows' or something longer such as 'the porridge that I cooked earlier'• Use the suffixes <i>-ful</i> or <i>-less</i> to turn nouns into adjectives, for example 'hopeful' or 'helpless'• Use the suffixes <i>-er</i> or <i>-est</i> or <i>-ly</i>, for example, 'louder', 'hardest' or 'quickly'• Use commas when writing a list, for example, 'He bought bread, butter, jam and milk.'

	<ul style="list-style-type: none"> • Use apostrophes to show when letters are missing, for example, <i>I'm, don't, she'll</i> • Use apostrophes to show possession, for example 'The girl's voice', 'Ravi's bag'.
<p>YEAR 3</p>	<p>YEAR 4</p>
<ul style="list-style-type: none"> • Know the difference between the <i>-s</i> used to show a plural (the cows) and the <i>-’s</i> used to show possession (the cow ’s field) • Use an <u>apostrophe</u> to show possession with plural nouns, for example, 'the girls' voices' (for more than one girl) rather than 'the girl's voices' (for just one girl) • Use Standard English verbs, for example, 'I wasn't doing anything' • Write longer <u>noun phrases</u> that include adjectives (for example, <i>green, fast</i>), nouns (<i>frog, train</i>), and prepositional phrases (<i>on the lily-pad, after this one</i>), for example 'the green frog on the lily-pad' or 'the fast train after this one' • Use <u>fronted adverbials</u> to start a sentence by describing the verb, for example, '<i>Suddenly</i>, the door opened.' Or '<i>Before we set off</i>, fasten your seatbelt.' • Use <u>paragraphs</u> to organise their ideas • Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make their writing easy to read • Use <u>inverted commas</u> to when writing speech. 	<ul style="list-style-type: none"> • Know the difference between the <i>-s</i> used to show a plural (the cows) and the <i>-’s</i> used to show possession (the cow ’s field) • Use an <u>apostrophe</u> to show possession with plural nouns, for example, 'the girls' voices' (for more than one girl) rather than 'the girl's voices' (for just one girl) • Use Standard English verbs, for example, 'I wasn't doing anything' • Write longer <u>noun phrases</u> that include adjectives (for example, <i>green, fast</i>), nouns (<i>frog, train</i>), and prepositional phrases (<i>on the lily-pad, after this one</i>), for example 'the green frog on the lily-pad' or 'the fast train after this one' • Use <u>fronted adverbials</u> to start a sentence by describing the verb, for example, '<i>Suddenly</i>, the door opened.' Or '<i>Before we set off</i>, fasten your seatbelt.' • Use <u>paragraphs</u> to organise their ideas • Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make their writing easy to read • Use <u>inverted commas</u> to when writing speech.
<p>YEAR 5</p>	<p>YEAR 6</p>

- Create verbs by adding the suffixes *-ate, -ise, -ify*, for example, *considerate, activate, specialise, advertise, horrify, purify*

- Use relative clauses (clauses that begin *who, which, where, when, whose* or *that*) to add more information about a noun to a sentence, for example:

'The film *that I watched* was terrible.'

'Sam won the prize, *which upset Tash*.'

- Use **modal verbs**, for example, *would, should, could, will, may, might, shall* or *must* to show how likely something is to happen
- Use **adverbs**, for example, *definitely, certainly, clearly, obviously, possibly* or *maybe* to show how likely something is to happen
- Use different ways to make the information in a paragraph flow
- Use brackets, dashes or commas to separate out extra information in a sentence, for example:

Mount Everest (the highest mountain in the world) is in the Himalayas.

Mount Everest – the highest mountain in the world – is in the Himalayas.

Mount Everest, the highest mountain in the world, is in the Himalayas.

- Use commas to make sentences clearer, for example:

'We had chocolate, cookies and jellies at the party.'

instead of

'We had chocolate cookies and jellies at the party.'

- Understand and use the **passive voice** to change the focus of a sentence or in formal writing. In a passive sentence, the person or thing that is doing the verb is not as important as the person or thing that is having the verb done to it or them. For example:

Active voice: The dog chewed the slipper.

Passive voice: The slipper was chewed by the dog. *or* The slipper was chewed.

Active voice: We added sodium to the beaker.

Passive voice: Sodium was added to the beaker.

- Understand the difference between *informal language*, the type of language we use in everyday speech, and *formal language* that we might use in presentations or in some forms of writing. Your child will learn to think about the purpose and audience of their writing and choose the right level of formality. As part of their work on formal and informal language, your child will learn about:

Using the subjunctive form in formal writing, for example: 'Were you to look at the numbers, you would see the problem.' *or* 'If you were to practise more, you would get better.'

Using question tags in informal speech, for example: 'That's the right answer, isn't it?'

Using formal vocabulary, for example: inquire, recommend, assist.

- Use different techniques to link ideas across paragraphs to give their writing **cohesion**. To help their writing flow, your child will be taught to use cohesive devices such as:

Determiners (such as *the, a/an, this, those, my, your, some, every*) to explain exactly which thing is being talked about. For example: 'some spiders are venomous' or 'that spider is venomous'.

Pronouns (such as *he, she, it, them*) to avoid repetition. For example: 'Liz was hungry so *she* made a sandwich.'

Conjunctions (such as *but, and, because*) to link ideas together. For example: 'I went to play football *after* I'd finished dinner.' *or* 'I asked him to move *so* I could see the sign.'

Adverbials (for example '*later that day*,' '*when we've finished*') are phrases that work like adverbs to provide more information about a verb. **Fronted adverbials** are particularly useful for creating links between paragraphs, for example: '*A few days later*, he decided to try again.' or '*On the other hand*, homework helps children to progress.'

Ellipsis (missing out a word or phrase when the assumed meaning is obvious) can help text to flow. For example: 'I wanted the red jumper, not the blue.' rather than 'I wanted the red jumper instead of the blue one.'

- Use **semi-colons**, **colons**, and **dashes** to link sentences that are closely associated.

A **semi-colon** is used to join two sentences that are too closely linked to be separate sentences. For example: 'I'll be there tomorrow; that's a promise.'

A **colon** can be used to join two sentences where the second idea is caused by the first. For example: 'All the practice was worth it: the boy got full marks.'

A **dash** can be used to replace a colon or a full-stop – particularly in informal writing. For example: 'I'll be there tomorrow – that's a promise.' *or* 'All the practice was worth it – the boy got full marks.'

- Use colons, semi-colons and **commas** when writing lists.

Your child will practise using a colon to introduce a list and commas to separate items, for example:

'Choose any of the following: sandwich, crisps, juice, water, apple, grapes and cake.'

Your child will learn to use semi-colons to make longer lists easier to understand, for example:

'The following Monday sports matches are taking place: the under-11s, under-12s and under-13s in rugby; the under-11s and under-13s in football; and the under-14s, under 15s and under-16s in hockey.'

- Use **hyphens** to make their meaning clear.

Hyphens can be used to make **compound words**, for example '*man-eating tiger*' (rather than man eating tiger).

Hyphens can be used with **prefixes**, for example to show the difference between 're-cover' (cover again) and 'recover' (get better).

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| | <ul style="list-style-type: none">• Use different ways of presenting non-fiction, for example by using headings, subheadings, captions, columns, bullet points, tables and so on.• Practice finding <u>antonyms</u> (opposites) and <u>synonyms</u> (words with similar meanings for words) for example, <i>shouted, called, whispered, mumbled</i>. |
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