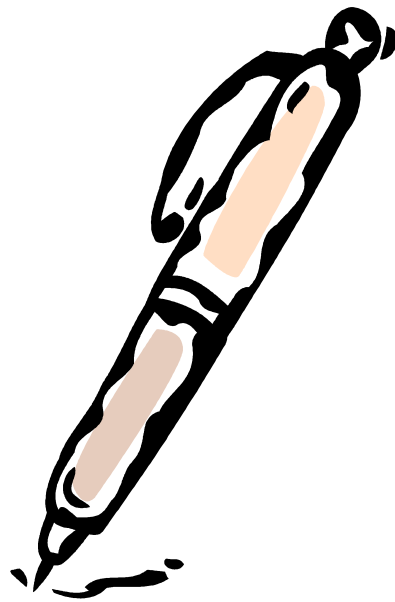# A year by year guide to the teaching of grammar and punctuation

Low Ash   Primary

2015-2016

Foundation Stage

By the end of the Foundation Stage, most children should:

- be able to distinguish between a letter and a word
- have been introduced to a sentence (orally at first and then written)
- be able to write their own name using a capital letter (first name and surname)
- begin to show an awareness of finger spaces between words
- segment and write CVC words
- be able to write labels/ captions
- be able to write a sentence(s) and attempt to use punctuation including capital letters
- form letters correctly
- read and write a range of tricky words (20)

Year 1

By the end of the Year 1, most children should be able to use the following in a series of sentences:

- be able to name the letters of the alphabet in order
- write from memory simple sentences dictated by the teacher that include words using the GPCs (Grapheme Phoneme Correspondance) and common exception words taught so far
- try to use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- start a sentence with a capital letter
- use a full stop at the end of a sentence
- make sure that a sentence makes sense

- be able to write lists with commas (AP: 2A)
- be able to write a simple sentence

- start names with a capital letter
- begin to join simple sentences with 'and'
- recognise and begin to use question marks and exclamation marks

sequence writing correctly e.g. beginning, middle and end in a story or write in the order that things happened for a recount

Vocabulary that should be introduced to the children

Year 1

word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, what appears to be two words are grammatically treated as one. This may be indicated with a hyphen or apostrophe.	*headteacher* or *head teacher* [can be written with or without a space] *primary-school teacher* [normally written with a hyphen] *I'm* going out. *9.30 am*
sentence	A sentence is a group of words which are grammatically connected, and where nothing is grammatically missing. In other words, a sentence must be grammatically complete.	*John went to his friend's house.* Contrast: *John went to.* [The preposition *to* should be linked to a noun, but the noun is missing. This is not grammatically complete, and so it is not a sentence.]
punctuation	Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - – ( ) "" '), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries.	*"I'm going out, Usha, and I won't be long," Mum said.*
plural	A plural noun normally has a suffix –s or –es and means "more than one". There are a few nouns with different morphology in the plural (e.g. *mice, formulae*).	*dogs* [more than one dog] *boxes* [more than one box] *mice* [more than one mouse]
Other terms that need to be introduced: letter, capital letter, full stop, singular, question mark, exclamation mark		

Year 2

By the end of the Year 2, most children should:

- be able to use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
- use subordination (using when, if, that, because)
- use co-ordination (using or, and, but)
- use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- use the present tense and past tense consistently and correctly throughout my writing
- use commas to separate items in a list
- be able to use question marks and exclamation marks accurately
- use the continuous form of verbs in the **present** and **past tense** to mark actions in progress (he is drumming, he was shouting)
- use commas to separate items in a list
- begin to use simple **adverbs of manner** (quickly, slowly, loudly . . .)
- use **expanded noun phrases** to add detail to my writing (golden coins, long grass)
- (AP: 2A)
- be able to use **apostrophes** to **contract** words (cannot = can't, do not = don't . . .)

- begin to use simple alliteration in my writing (the slimy snake, the tall tree)

Vocabulary that should be introduced to the children

Year 2

verb	The surest way to identify verbs is by the ways they can be used: they can usually have a <u>tense</u>, either <u>present</u> or <u>past</u>. (See also <u>future</u>.) Verbs are sometimes called "doing words" because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from <u>nouns</u> (which can also name actions), and moreover many verbs do **not** name actions.	*He <u>looked</u> out of the school bus window.* [present tense] *The teacher <u>wrote</u> a song for the class.* [past tense] *We <u>will go</u> to the zoo soon!* [present tense + infinitive] *He <u>likes</u> chocolate.* [present tense] Not verbs: *The <u>walk</u> to Harriet's house will take an hour.* [noun] *<u>Surfing</u> makes Michelle so sleepy!* [noun]
tense (past and present)	Tense is the choice between different verb forms that is normally used to indicate time (although tense and time do not always match up). Verbs in English (and other Germanic languages) have two distinct tense forms: <u>present</u> and <u>past</u>. Verbs in languages like French, Spanish and Italian have three distinct tense forms: present, past and future. English uses a variety of verbs in the present tense to talk about <u>future</u> time, such as *may*, *will*, *intend,* or *plan*. English also uses verbs in the past tense to talk about imagined situations in the past, present or future.	*He <u>studies</u>.* [present tense → present time] *He <u>studied</u> yesterday.* [past tense → past time] *He <u>studies</u> tomorrow, or else!* [present tense → future time] *He <u>may study</u> tomorrow.* [present tense + infinitive → future time] *He <u>plans</u> to <u>study</u> tomorrow.* [present tense + infinitive → future time] *If he <u>studied</u> tomorrow, he'd see the difference!* [past tense → imagined future] Contrast three distinct tense forms in Spanish: *Estudia.* [present tense] *Estudió.* [past tense] *Estudiará.* [future tense]

adjective	The surest way to identify adjectives is by the ways they can be used: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb *be*, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its complement] Not adjectives: *The lamp glowed.* [verb] *It was such a bright red!* [noun] *He walked clumsily.* [adverb] *It was a French grammar book.* [noun]
noun	The surest way to identify nouns is by the ways they can be used: they can go with a verb to act as its subject, and can usually be singular or plural. Nouns are sometimes called "naming words" because they name people, places and "things"; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name actions.	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* Not nouns: *He's behind you!* [this names a place, but is a preposition, not a noun] *She can jump so high!* [this names an action, but is a verb, not a noun]
suffix	A suffix is an "ending", something used at the end of one word to turn it into another word. Suffixes can often change one word class into another. Contrast prefix.	*call → called* *teach → teacher* [turns a verb into a noun] *terror → terrorise* [turns a noun into a verb]
apostrophe	Apostrophes have two completely different uses: • showing the place of missing letters (e.g. *I'm* for *I am*) • showing possession (e.g. *Hannah's mother*).	*I'm going out and I won't be long.* [showing missing letters] *Hannah's mother went to town in Justin's car.* [showing possession]
Another term that needs to be introduced is the word comma.		

Year 3

By the end of Year 3, most children should:

- use the forms a or an according to whether the next word begins with a consonant or a vowel (e.g., a rock, an open box)
- express time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (e.g., then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of)
- use inverted commas to punctuate direct speech
- use 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)

- vary how I start my sentences to avoid repetition e.g.
    - –start sentences with "when", "if", "because" e.g. Because it was cold, I wore my coat.
    - -start sentences with adverbs e.g. Slowly,..
- use **similes** to describe (Her hair was as golden as the sun)
  (AP: as a/like a)
- make my writing interesting by using a range of ambitious adjectives to describe places, things and people
- write in paragraphs in order to group related material
- use specific nouns eg. Ferarri instead of car, labrador instead of dog

Vocabulary that should be introduced to the children

Year 3

word family	The <u>words</u> in a word family are normally related to each other by a combination of form, grammar and meaning.	*teacher – teach extensive – extend – extent*
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: • <u>co-ordinating</u> conjunctions (e.g. *and*) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. *when*) introduce a <u>subordinate clause</u>.	*James bought a top <u>and</u> gloves.* [links the words *top* and *gloves* as an equal pair] *Ali is strong <u>but</u> he is also very fast.* [links two clauses as an equal pair] *Everyone watches <u>when</u> Kyle does back-flips.* [introduces a subordinate clause] *Joe can't practise kicking <u>because</u> he's injured.* [introduces a subordinate clause]

adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes, because prepositions, nouns and subordinate clauses can also do this.	*Usha went upstairs to play on her computer.* [adverb modifying the verb *went*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] Not adverbs: *Usha went up the stairs.* [preposition] *She finished her work this evening.* [noun] *She finished when the teacher got cross.* [subordinate clause]
preposition	A preposition links a <u>pronoun</u> to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. <u>noun</u> or Words like *before* or *since* act as prepositions when they link a noun, but <u>conjunctions</u> when they link <u>clauses</u>.	*Tom waved goodbye <u>to</u> Cristy. She'll be back from Australia <u>in</u> two weeks.* *I haven't seen my dog <u>since</u> this morning.* Contrast: *I'm going, <u>since</u> no-one wants me here!* [conjunction: links two clauses]
prefix	A prefix is added at the beginning of a <u>word</u> in order to turn it into another word. Contrast <u>suffix</u>.	<u>*over*</u>*night* <u>*dis*</u>*appear*
consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent <u>vowel</u> sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the top teeth touching the bottom lip] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]

vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels.	
clause	A clause is a special type of phrase, whose main word (or "head") is a verb that describes an event or state of affairs. Clauses can sometimes be complete sentences. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*Eleni's mother was out so Eleni was left in charge. Eleni's mother went out so Eleni was left in charge. Usha went upstairs to play on her computer.* [non-finite clause]
s u b o r d i n a t e clause	A subordinate clause is subordinate to some word outside itself: • it may modify this word (e.g. as a relative clause or as an adverbial), or • it may be used as a verb's subject or object. However, clauses that are directly quoted as direct speech are not subordinate clauses.	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared.* [adverbial; modifies *watched*] *What you said was very nice.* [acts as subject of *was*] *She noticed an hour had passed.* [acts as object of *noticed*]

Other terms that need to be introduced:
direct speech, inverted commas (or "speech marks"), consonant letter, vowel letter

Year 4

By the end of the Year 4, most children should:
- be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done)
- use fronted adverbials (e.g., Later that day, I heard the bad news.)

- use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause) and end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). If in the middle of a sentence, use a comma before opening inverted commas, use punctuation before closing inverted commas, new line each time one person has finished speaking and another has begun
- be able to use **apostrophes** to show **possession** (the girl's name, the boys' boots)
- be able to write complex sentences (a main clause which could be a sentence in its own right, with a subordinate clause which doesn't make sense by itself <u>**separated by a comma**</u> – The boy jumped off the diving board, pinching his nose with his fingers)
- use **pronouns** to avoid ambiguity and repetition (The lady walked to the shop. **She** bought a bar of chocolate.)

- be able to change the **main** and subordinate clause around to vary the structure of their sentences (Pinching his nose with his fingers, the boy jumped off the diving board.)
- be able to use adverbial phrases for "how", "when" and "where". e.g.(The man ran home as quickly as he could) both to start sentences and within sentences (AP: Double ly ending sentences)
- use **extended noun phrases** using two adjectives (The noisy, smelly dog) (AP: 2A)
- use **fronted adverbials** followed by a comma (Later that day, I heard the bad news.)
- begin to section off their writing correctly in paragraphs for a new time, place or idea

Vocabulary that should be introduced to the children

Year 4

pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to <u>modify</u> them (i.e. it is harder to make their meaning more specific). In the examples, each sentence is written twice: once with pronouns (underlined), and once with nouns. The colours show where the same thing is being talked about.	<u>***She***</u> *waved to* <u>***him***</u>*. **Amanda** waved to **Michael**.* <u>***His***</u> *mother is over there. **John's** mother is over there.* <u>***This***</u> *will be an overnight **visit**. The **visit** will be an overnight **visit**.* <u>***He***</u> *is the one* <u>***who***</u> *broke it. **Simon** is the one: **Simon** broke it.*
possessive pronoun	A possessive can be: • a possessive <u>pronoun</u>. A possessive names the "possessor" of the noun that it <u>modifies</u>.	<u>*her*</u> *basketball* [she has the basketball]

adverbial	An adverbial is a word or phrase that makes the meaning of a verb more specific (i.e. it modifies the verb). Of course, adverbs can be used as an adverbial, but many types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	*The bus leaves in five minutes.* [preposition phrase as adverbial: modifies *leaves*] *Alex forgot to buy Easter eggs.* [subordinate clause as adverbial: modifies *forgot*] *Priscila complained constantly.* [adverb: modifies *complained*]

Year 5

By the end of the Year 5, most children should:
- be able to convert nouns or adjectives into verbs using suffixes (eg, –ate; –ise; –ify)
- indicate degrees of possibility using **adverbs** (eg, perhaps, surely) or **modal verbs** (eg, might, should, will, must)
- use devices to build cohesion within a paragraph (eg, then, after that, this, firstly)

- use commas to clarify meaning or avoid ambiguity
- use relative clauses (tucked in "which, where, who" clauses e.g. The boy, who was caught stealing apples, was chased by the farmer's dog.) (AP: noun, which where who sentences)
- be able to vary the language used in accordance to the text type (formal for reports, colloquial for direct speech . . .)
- link ideas across paragraphs using **adverbials of time** (later), **place** (nearby) and **number** (secondly)
- be able to use brackets, dashes or commas accurately and to indicate **parenthesis** (AP: 3 bad (dash) question? sentences for dashes/ O. (I.) sentences for brackets)

- Use **'ing'** words to start a sentence eg. Running for the bus, the boy tripped and fell.
  (AP: Verb, person/ -ing, -ed sentences)
- Use 'ed' sentence openers e.g. 'Shocked by what he saw,'… or 'Shocked,'…   (AP: 3-ed sentences)

Vocabulary that should be introduced to the children

Year 5

relative clause	A relative clause is a special type of subordinate clause that makes the meaning of a noun more specific (i.e. it modifies the noun). It does this by using a special pronoun to refer back to that noun. In the examples, the relative clauses are underlined, and the colour-coding pairs the pronouns with the nouns they refer back to. It is sometimes possible for the pronoun to refer back to the main clause as a whole, rather than referring back to a noun. It is also possible for the pronoun to be omitted.	That's the boy **who lives near school**. [*who* refers back to *boy*] The **prize that I won** was a book. [*that* refers back to *prize*] **Tom broke the game**, **which annoyed Ali**. [*which* refers back to the whole clause] The **prize that I won** was a book. [the pronoun is omitted]

modal verb	Modal verbs are used to change the meaning of other verbs. They can express degrees of certainty, ability, or obligation. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*. A modal verb only has finite forms and has no suffixes (e.g. *I sing → he sings*, but not *I must → he musts*).	*I can do this maths work by myself.* *This ride may be too scary for you!* *You should help your little brother.* *Is it going to rain? Yes, it might.*
determiner	A determiner modifies a noun, but it goes before any other modifiers (e.g. adjectives or other nouns). Some examples of determiners are: • articles (*the, a* or *an*) • demonstratives (e.g. *this, those*) • possessives (e.g. *my, your*) • quantifiers (e.g. *some, every*) • numerals (e.g. *thirty-one*)	*the best team* [article] *that pupil* [demonstrative] *Julia's parents* [possessive] *some boys* [quantifier] *eleven strong players* [numeral] Contrast: *best the team* *strong eleven players* [both incorrect, because the determiner should come before other modifiers
cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different colours and underlines), and the logical relations, such as time and cause, between different parts are clear.	*A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.*

Other terms that need to be introduced:
relative pronoun, parenthesis, bracket, dash, ambiguity

Year 6

By the end of the Year 6, most children should:
- understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech /writing (eg, find out – discover; ask for – request; go in – enter)
- use the **passive voice** to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])

- use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- punctuate statements to list information
- be able to use **colons** accurately, including introducing a list
  (AP: De: detail sentences/ Imagine 3 examples/ One/word phrase: definition)
- begin to use **semi-colons** in writing
  (AP: Some; others sentences)
- be able to use all tenses effectively and combine them for effect when appropriate
- appropriate use of formal/ informal language (such as the use of question tags e.g. He's your friend, isn't he? or in the use of the subjunctive in some very formal writing and speech(e.g. I suggest that he study often.)
- use expanded **noun phrases** to convey complicated information concisely (e.g. **The fact that it was raining** meant the end of sports day)
- link ideas across paragraphs using repetition of a word/ phrase or

adverbials such as on the other hand, in contrast, as a consequence

(AP: Handy connectives)

- be able to use the ellipsis accurately for effect (When all of a sudden . . .)

(AP: Flashback technique)

- use **personification** in their writing

(AP: Personification of weather)

- use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) and the colon to introduce a list

(AP: Some; others sentences)

- use punctuation of bullet points to list information
- understand how hyphens can be used to avoid ambiguity (e.g. recover versus re-cover)

Vocabulary that should be introduced to the children
Year 6

active voice	A <u>verb</u> in the active voice has its usual pattern of <u>subject</u> and <u>object</u> (in contrast with the <u>passive voice</u>).	*<u>The school arranged a visit</u>.* Passive voice: *A visit was arranged.*
passive voice	A <u>verb</u> in the passive voice: • is in its past-<u>participle</u> form (e.g. *thrown, taken, helped*) • follows the verb *be* • has its normal (active) <u>object</u> and <u>subject</u> reversed. Contrast <u>active voice</u>. A verb is not "passive" just because it has a passive meaning: it must be the passive-voice version of an active-voice verb.	*<u>A visit was arranged</u> by the school.* *<u>The ball was thrown</u>.* Active-voice versions: *The school arranged a visit.* *He threw the ball.* Not passive voice: *He received a warning.* *We had an accident.*

subject	The subject of a <u>verb</u> is normally the <u>noun</u> or <u>pronoun</u> that names the "do-er" or "be-er". The subject's normal position is: • just before the verb in a statement • just after the verb, or an <u>auxiliary verb</u>, in a question. Unlike the verb's <u>object</u> and <u>complement</u>, the subject can determine the form of the verb (e.g. *I am*, *<u>you</u> are*).	*<u>Rula's mother</u> went out.* *<u>That</u> is uncertain.* *<u>The children</u> will study the animals.* *Will <u>the children</u> study the animals ?*
object	An object is normally a <u>noun</u>, <u>pronoun</u> or <u>noun phrase</u> that comes straight after the <u>verb</u>, and shows what the verb is acting upon. Objects can be turned into the <u>subject</u> of a <u>passive</u> verb, and cannot be adjectives. (Contrast with <u>complements</u>.)	*Year 2 designed <u>that</u>.* [pronoun *that* acting as object] *Year 2 designed <u>a pretty display</u>.* [noun phrase *a pretty display* acting as object] Contrast: *A display was designed.* [object of active verb → subject of passive verb] *Year 2 designed pretty.* [incorrect, because adjectives cannot be objects]
Other terms that need to be introduced: hyphen, colon, semi-colon, bullet points, synonym and antonym		