Grammar, Punctuation and Spelling – Coverage and Progression

FROXFIELD
CE SCHOOL

	Year 1	Year 2	Year 3/4	Year 5/6
Autumn 1	Separation of **words** with spaces Introduction to capital letters, full stops, marks to demarcate **sentences** Sequencing **sentences** to form short narratives	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]	Introduction to inverted commas to **punctuate** direct speech (YEAR 3) Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] (YEAR 4) Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, <u>*a*</u> *rock*, <u>*an*</u> *open box*] (YEAR 3) Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] (YEAR 4)	**Begin by revising any key areas from year 3/4 that are identified for further teaching.** **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun (YEAR 5) Use of commas to clarify meaning or avoid ambiguity (YEAR 5) *Brackets, dashes or commas to indicate parenthesis* (YEAR 5) How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (YEAR 6)
Autumn 2	Capital letters for names and for the personal **pronoun** *I*	Correct choice and consistent use of **present tense** and **past tense** throughout writing	Introduction to paragraphs as a way to group related material (YEAR 3)	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and* Sequencing **sentences** to form short narratives	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*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	Use of paragraphs to organise ideas around a theme (YEAR 4) The grammatical difference between **plural** and **possessive** *–s* (YEAR 4) **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] (YEAR 4)	Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] (YEAR 5) 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** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] (YEAR 6) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information (Year 6)
Spring 1	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the*	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

	Sequencing **sentences** to form short narratives	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard, superman*]	*strict maths teacher with curly hair*) (YEAR 4) Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–]* (YEAR 3)	**subjunctive** forms such as *if I were* or *Were they to come* in some very formal writing and speech] (YEAR 6) – linked to diary writing The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] (YEAR 6) – linked to diaries & news reports Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] (YEAR 6)
Spring 2	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun Sequencing **sentences** to form short narratives	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*) Formation of **adjectives** using **suffixes** such as *–ful, –less*	**Fronted adverbials** [for example, *Later that day*, I heard the bad news.] (YEAR 4) Use of commas after **fronted adverbials** (YEAR 4) Expressing time, place and cause using **conjunctions** [for example,	Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must] (YEAR 5) Use of the **passive** to affect the presentation of information in a

		(A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)	*when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*] (YEAR 3)	**sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. (YEAR 6) Converting nouns or adjectives into verbs using suffixes [for example, *–ate; –ise; –ify*] (YEAR 5)
Summer 1	**Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*) Sequencing **sentences** to form short narratives	Use of the **suffixes** *–er, –est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs** **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	Headings and sub-headings to aid presentation (YEAR 3) Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition (Year 4) **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] (YEAR 3)	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (YEAR 6) Verb prefixes [for example, dis–, de–, mis–, over– and re–] (YEAR 5)
Summer 2	How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]	Revision of key terminology and learning of the year	Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] (YEAR 3)	Revision of all the above and any areas picked up during on-going teacher assessment.

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Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') (YEAR 3) determiner, pronoun, possessive pronoun, adverbial (YEAR 4)	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity (YEAR 5) subject, object , active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points (YEAR 6)

Vocabulary, Grammar & Punctuation will be taught within the teaching of writing both in literacy and across the curriculum. Shared and guided writing will give a high profile to these key skills.