Leven Valley Primary School

Grammar and Punctuation

This booklet aims to give parents an understanding of the grammar and punctuation that children are expected to use consistently and accurately by the end of each year group.

Grammar and punctuation is taught explicitly during English lessons through the use of well-structured activities linked to the content children are working on, ensuring it remains interesting and relevant.

The following pages show the progression, detailing each topic area with examples and terminology.

Children may be working above or below their particular year group depending on their ability and progress.

The final pages give examples of KS2 SATS questions – *perhaps you can test yourself?*

Staff are very happy to discuss and/or explain these expectations *(and provide the answers to the questions!*)

Grammar and Punctuation: Year 1

Topic	Examples	Terminology	Importance
Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop	High
Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter	High
Using 'and' to join sentences	*The wild things waved their terrible claws and I told them to be quiet.*	Joining words	High
Using a question mark at the end of a sentence to indicate a question	*Why did Max want to come home?*	Question Question mark	Low at this stage
Using an exclamation mark at the end of a sentence to indicate an exclamation	*There was a terrible mess!*	Exclamation Exclamation mark	Low at this stage

Grammar and Punctuation: Year 2

Topic	Examples	Terminology	Importance
Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	*The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!*	Sentence Capital letter Full stop Question mark Exclamation mark	High
Use commas in making lists	*The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.*	Comma	Low at this stage
Use adjectives to describe nouns	*The wild tiger, the black bear and the swimming whale.*	Noun Adjective	Medium
Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: *<u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water.* *<u>If</u> another tiger comes to tea, we have some tins of tiger-food.*	None	Medium / High (should be able to <u>use</u> joining words)
Use and distinguish past and present text	In a story it is often past tense: *The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.* In a description of something which is true now, it is present tense. *My favourite colour is red. I like playing princesses and magic games best.*	Verb Tense Past Present	Low at this stage
Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.		Low at this stage
Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe	Low at this stage

Grammar and Punctuation: Year 3

Topic	Examples	Terminology	Importance
Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: *Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.*	Noun Adjective	High
Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: *I went out of the room* but *I stormed out of the room ...* or *I plodded out of the room* *I crept out of the room...*	Verb	High
Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. *She ran along the road and saw the robber vanishing down a trapdoor.* *My friend has red hair, blue eyes and is always telling jokes.*	Verb Past tense Present tense	Medium at this stage
Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. *"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"*	Inverted commas or speech marks Direct speech	High
Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause	High (in terms of chn using complex sentences in writing)

Grammar and Punctuation: Year 4

Topic	Examples	Terminology	Importance
Use adverbs to modify verbs	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. *She went off <u>happily</u> to see her granny.* *He kicked the ball <u>furiously</u> into the wall.*	Adverb	Medium
Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. *Dad tripped on the stairs <u>because</u> the cat was lying there.* *<u>When</u> the film was over, we all went and had a meal.* *He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.*	Conjunction Clause Sentence Subordinate clause	High
Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. *<u>With a heavy heart</u>, the princess put the frog back in the pond.* *He kicked the ball right <u>over the wall</u>.*	Preposition Phrase	High (in terms of chn <u>using</u> such phrases in writing)
Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person. *The dog wandered down the street looking for cats and food.* *I wandered down the street looking for my dog.*	Verb	High
Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. *He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.* *The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.*	Adverb	Medium
Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. *After the door slammed, the class sat in total silence.* *As light as a bird, the glider disappeared into the clouds.*	Comma	Medium
Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u>: 1. Avoid repetition: *While Sam watched the TV programme. Sam finished making his Lego spaceship*. 2. Avoid ambiguity: *Mary wanted to help her granny and she was feeling very tired.* 3. Add to the cohesion: *When she went to bed, Mog was feeling rather full of milk and cat food.*	Pronoun	Medium
Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... *"Give me a break," sneered Tom, "You can't expect me to believe that!"* *"Ger'off, you're hurting me," Sam told his younger brother.*	Inverted commas or speech marks Direct speech	High
Use the possessive apostrophe	Use for singular and plural nouns. *Joanna's temper was rising fast.* *He really wanted his brother's football shirt.* *All the dogs' dinners had been stolen.*	Apostrophe	Medium
Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. *<u>In total silence</u>, the children tiptoed along the corridor.* *<u>Without blinking</u>, Max stared into all their yellow eyes.*	Adverbial Phrase	Low

Grammar and Punctuation: Year 5

Topic	Examples	Terminology	Importance
Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High
Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun	Medium
Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma	High
Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as *'Earlier...'* or *'Nearby...'* or *'Secondly...'*. They can also use phrases in the same way: '*Later on...'* or '*Far away...'*.	Adverbial	High
Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis *In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.* *In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.* *In the museum, the fossils, never easy to display, have lights behind them.*	Bracket Dash Comma Parenthesis	Medium
Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. *"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.* Turns into: *Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.*		
Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: *The dog's tail, cats' eyes, ..* 2. To indicate a contraction – taking the place of missing letter(s) *I'm, don't, ..*	Apostrophe Contraction	Medium
Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: *I may go to my granny's.* *I might go to my granny's.* *I should go to my granny's.* *I will go to my granny's.* *I must go to my granny's.*	Modal verb	Medium (in terms of chn using such verbs in writing)
Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... *"Give me a break," sneered Tom, "You can't expect me to believe that!"* *"Ger'off, you're hurting me," Sam told his younger brother.*	Inverted commas or speech marks Direct speech	High

Grammar and Punctuation: Year 6

Topic	Examples	Terminology	Importance
Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High (This is essential for end of Y6)
Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences.	Full stop Comma Exclamation mark Question mark	High (This is essential for end of Y6)
Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition	High (This is essential for end of Y6)
Use expanded noun phrases to convey complicated information concisely	*The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.* *<u>The herd of deer we saw earlier</u> have returned to the hillside*. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase	Medium
Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. *The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.* *Simon absolutely refused to apologise – he was convinced he had done nothing wrong.*	Semi-colon Dash	Low (at this stage)
Distinguish between informal and formal vocabulary and sentence structures (?incl. subjunctive?)	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. *He really gave that his best shot <u>didn't he</u>?* [Informal speech structure] *She is really not going to change her mind, <u>is she</u>?* [Informal speech structure] *<u>If I were you</u>, I would go and say sorry to Jimmy.* [Subjunctive] *<u>If the planet were to warm</u> more than 3^{o}, scientists think that much of the UK would be under the sea.* [Subjunctive]		Low (at this stage)
Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points	Encourage children to use bullet points in non-fiction writing. New playground rules: • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area.	Bullet points Semi-colon Colon	Low (at this stage)
Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: *'man-eating shark'* is different from *'man eating shark'* *'cat-hating woman'* is different from *'cat hating woman'* *'re-cover'* is different from *'recover'*	Hyphen	Low
Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. *The window <u>was broken by a football</u> being kicked through it.* *<u>The kittens were placed</u> on the doorstop of the orphanage.* *John was punched in the chest.*	Passive voice	Low (at this stage)

Examples of KS2 (Year 6) SATS Questions: the first are Level 4 and some Level 5

Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was _____ by a ball.

Tick **one**.

broked ☐

broke ☐

broken ☐

breaked ☐

1 mark

Which of the sentences below uses **commas** correctly?

Tick **one**.

We'll, need a board, counters, and a pair of dice. ☐

We'll need a board, counters, and a pair, of dice. ☐

We'll need a board, counters, and, a pair of dice. ☐

We'll need a board, counters and a pair of dice. ☐

1 mark

Change the question in the table below into a command.

Write the command in the box.

Question	**Command**
Could you get my coat?	

1 mark

Circle all the **nouns** in the sentence below.

The leaves on our tree turned orange as the weather became colder.

1 mark

Put a tick in each row to show whether the **main** clause or the **subordinate** clause is in bold.

One has been done for you.

	Main clause	Subordinate clause
My sister, who is very annoying, **is older than me**.	✓	
Sports day was cancelled **because it was raining heavily**.		
The sofa, **which is old and worn**, is the cat's favourite place to sleep.		
When I arrived, **everyone else was already there**.		

1 mark

Put a tick to show whether the apostrophe in each sentence is used for **omission** or **possession**.

	Apostrophe for omission	Apostrophe for possession
Alisha's the best in the class at maths.		
We'll finish this after lunch.		
Samir's picture is my favourite.		

1 mark