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| **Writing: punctuation & grammar** | | | | | | |
| **Rec/ELG** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Write **simple sentences** which can be read by themselves and others.  [Part of ELG] | Sentence structure  How **words** can combine to make **sentences**.  Joining **words** and joining **sentences** using *and*. | Sentence structure  **Subordination** (using *when*, *if*, *that,* *because*) and **co-ordination** (using *or*, *and*, or *but*).  Expanded **noun phrases** for description and specification (e.g. the blue butterfly).  **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command. | Sentence structure  Expressing time, place and cause using **conjunctions** (e.g. when, so, before, after, while, because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in because) | Sentence structure  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).  **Fronted adverbials** (e.g. Later that day, I heard bad news). | Sentence structure  **Relative clauses** beginning with who, which, where, why, whose.  Indicating degrees of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must). | Sentence structure  Use of the **passive voice** to affect the presentation of information in a sentence.  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. He’s your friend, isn’t he?, or the use of **subjunctive** forms such as *I were* or *Were they to come* in some very formal writing and speech) |
| Text structure  Sequencing **sentences** to form short narratives. | Text structure  Correct choice and consistent use of the **present tense** and **past tense** throughout writing.  Use of the **progressive** form of **verbs** in the **present** and **past** **tense** to mark actions in progress. | Text structure  Introduction to **paragraphs** as a way to group related material.  **Headings** & **sub-headings** to aid presentations  Use of 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)* | Text structure  Use **paragraphs** to organise ideas around a theme.  Appropriate choice of **pronoun** and **noun** within and across **sentences** to aid cohesion and avoid repetition. | Text structure  Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly).  Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). | Text structure  Linking 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 *on the other hand*, *in contrast*) and **ellipsis**.  **Layout devices**, such as headings, sub-headings, columns, bullets, tables, to structure text. |
| Punctuation  Separation of words with **spaces**.  Introduction to **capital letters**, **full stops**, **question marks** & **exclamation marks** to demarcate sentences.  Capital letters for names and the **personal pronoun** I. | Punctuation  Use of **capital letters**, **full stops**, **question marks** and **exclamation marks** to demarcate sentences.  **Commas** to separate items in a list.  **Apostrophes** to mark where letters are missing in spelling & to mark singular possession in nouns. | Punctuation  Introduction to **inverted commas** to punctuate direct speech. | Punctuation  Use of **inverted commas** and other punctuation to indicate direct speech.  **Apostrophes** to mark plural possession.  Use of commas after **fronted adverbials**. | Punctuation  **Brackets**, **dashes** or **commas** to indicate parenthesis.  Use of **commas** to clarify meaning or avoid ambiguity. | Punctuation  Use of **semi-colon**, **colon** and **dash** to mark the boundary between independent clauses.  Use of the **colon** to introduce a list and use of **semi-colon** within lists.  Punctuation of **bullet points** to list information.  How **hyphens** can be used to avoid ambiguity. |
| Terminology   * letter, capital letter * word, singular, plural * sentence * punctuation, full stop, question mark, exclamation mark | Terminology   * noun, noun phrase * statement, question, exclamation, command * compound, suffix * adjective, adverb, verb * tense (past, present) * apostrophe, comma | Terminology   * preposition, conjunction * word family, prefix * clause, subordinate clause, * direct speech * consonant, consonant letter vowel, vowel letter * inverted commas (or ‘speech marks’) | Terminology   * determiner * pronoun, possessive pronoun * adverbial | Terminology   * modal verb, relative pronoun * relative clause * parenthesis, bracket, dash * cohesion, ambiguity | Terminology   * subject, object * active, passive * synonym, antonym * ellipsis, hyphen, colon, semi-colon, bullet points |