

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]	<p><u>Sentence structure</u> How words can combine to make sentences.</p> <p>Joining words and joining sentences using <i>and</i>.</p>	<p><u>Sentence structure</u> Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, or but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p><u>Sentence structure</u> Expressing time, place and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) or prepositions (e.g. <i>before, after, during, in because</i>)</p>	<p><u>Sentence structure</u> 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).</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard bad news</i>).</p>	<p><u>Sentence structure</u> Relative clauses beginning with <i>who, which, where, why, whose</i>.</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence structure</u> Use of the passive voice to affect the presentation of information in a sentence.</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing sentences to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to paragraphs as a way to group related material.</p> <p>Headings & sub-headings to aid presentations</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p><u>Text structure</u> Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> 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 <i>on the other hand, in contrast</i>) and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
	<p><u>Punctuation</u> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling & to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o letter, capital letter o word, singular, plural o sentence o punctuation, full stop, question mark, exclamation mark 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o noun, noun phrase o statement, question, exclamation, command o compound, suffix o adjective, adverb, verb o tense (past, present) o apostrophe, comma 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o preposition, conjunction o word family, prefix o clause, subordinate clause, o direct speech o consonant, consonant letter vowel, vowel letter o inverted commas (or 'speech marks') 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o determiner o pronoun, possessive pronoun o adverbial 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o modal verb, relative pronoun o relative clause o parenthesis, bracket, dash o cohesion, ambiguity 	<p><u>Terminology</u></p> <ul style="list-style-type: none"> o subject, object o active, passive o synonym, antonym o ellipsis, hyphen, colon, semi-colon, bullet points