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PUNCTUATION AND GRAMMAR PROGRESSION

NORTON COMMUNITY PRIMARY SCHOOL

Year 1	
Curriculum Aims	**School Approach**
Introduction to capital letters Capital letters for names and for the personal pronoun I Separation of words with spaces Full stops Question marks Exclamation marks How words can combine to make sentences Joining words and joining clauses using *and* Sequencing sentences to form short narratives	It is essential that children build on verbal foundations from F1 and F2 to instil confidence, resilience, and enthusiasm. Remind children that they know how to form sentences verbally and therefore that they can already do everything they are being taught to commit to paper. Children learn what a **letter** is (a mark to convey meaning). At this stage they might also be exposed to what a letter constitutes in other languages esp. if EFL children are in the class. They learn the difference between **capital letters** and small letters and that capital letters have a special purpose, to help us understand when a word is attached to an important place or person (i.e. my name or the school's name or the **pronoun "I")** and that capital letters work as a team with their friend full-stops to show us where a sentence starts and ends. It is important that children understand the distinction between phonemes and **letters**. That one is the sound they make when reading and the other is the mark on the page. This should be made explicit to them, so that they understand the difference between phonetically plausible spelling and dictionary spelling as they grow older. Children should be given **finger spacers** and encouraged to use their own finger to help them demarcate the end of one word and the beginning of another. Even at this stage they should be writing with a **readership in mind**. This will help them understand that writing is about conveying meaning to others. (Eventually, as they move into KS2, they will appreciate that we can use writing to convey meaning to our future selves in terms of diaries, note-taking etc). Teachers might have a session where they have to make sentences out (either by arranging the words or writing them) of a selection of words to convey to another child or adult what they want (no talking allowed!). This can be made into a game; but the purpose is to show that what they write matters. This can then be extended with conjunctions. "**And**" is the curriculum priority but children should be encouraged to try different conjunctions when they are confident and even at this stage to refrain from over extending sentences with *and.* Their knowledge of what a clause is at this stage will help them to forge good writing habits using variation and keeping sentences to a reasonable length. Children should be discouraged from using *and* to form lists even verbally. Ideally, as the year progresses children should be encouraged to be aware of the pauses they make in their own sentences to convey meaning. They develop understanding of what a simple sentence is, from the start thinking about its building blocks and using actual pieces to build a subject (person/creature/object) + verb (doing word) + punctuation (full stop in the first instance) so it is explicit and they are clear on what a clause is, even if they can't describe it as such. This could be done

with colour coded bricks made of paper or jigsaw pieces (Colourful Semantics could be used but children that are of expected ability are better to start with the correct terms for the word categories to ingrain good habits). As they develop in their learning, capital letter cards can be introduced for them to add independently (LAPs) or chn can be asked to write out their rehearsed sentence on a whiteboard and identify the location of the capital letters.

As children become better readers teachers will be able to show them text to **critique and edit** but this skill can be learnt and used to help children reflect on their learning as early as Year 1. Adults should read a short snippet of text from a familiar and well-loved book. They could read it correctly and incorrectly or just incorrectly. Children will react and this reaction can be unpicked and questioned.

For example: *What is wrong with the story? Have I made a mistake? Doesn't it sound different? Why? Is it better or worse? Let's compare the parts of the story and see where I went wrong.*

Children should be able to identify why the story is not the way they like it best. This can be used to develop understanding of **cohesion and style**. Then, similar techniques and questioning could be used to edit and improve their own work. Peer support and group work is invaluable here, so that they can share knowledge and appreciate where they should be to hit age-related targets.

Children learn to verbalise **questions** and respond to visual prompts to say questions. They use visuals (i.e. laminated question marks) to signal they have made a question they want to commit to paper, and therefore make the link to the natural, verbal process. This is extended with question hands (who, what, when, where, why how) and a similar process is used for exclamatory statements. Children might work in pairs, with one child verbalising a sentence that their friend can show the correct punctuation card for.

Children's generation of grammar and punctuation, like all their literary processes, **stems from a purpose** and is inspired by experiential learning. For example: they might come in to school one morning to find the wolf from Little Red Riding Hood has left evidence in the classroom of breaking in over-night (a basket of fruit and cakes stolen from Little Red, a cape and a blanket). They write questions to ask teacher witnesses and design a wanted poster with **exclamatory statements**. They might also generate a simple note for grandma to find out more evidence.

Children become proficient in the differences between **singular nouns and simple plurals (adding an "s" or "es")** and start to become familiar with hearing and verbalising irregular plurals i.e. sheep or children. They are corrected when they make verbal errors. Subject-verb agreement should also be discussed at this time and corrected in children's speech.

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	Children who are capable should be encouraged to continually look forward in their learning. Verbal processes work to rehearse future writing processes and adults should make children aware of this, creating a sentence of continuity and cohesion across the curriculum and different key stages and also developing confidence and resilience in children who know they have already been exposed to different skills, they are eventually honing.

YEAR 2

CURRICULUM AIMS	SCHOOL APPROACH
Subordination (when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*) Identify the grammar for a statement, a question, an exclamation, a command Correct use of capital letters, full stops, question marks and exclamation marks Present tense and past tense Progressive in present and past Commas to separate a list Apostrophes for omission Apostrophes for singular possession in nouns	Children develop their verbal and written sentence skills using games. They may be given colour coded sentence building blocks and introduced to the difference between subordination conjunctions and coordinating conjunctions. With support, they try and match clauses with the appropriate conjunction and to identify whether a clause can be independent or not. They build on the foundations from Year 1 regarding the components of a simple sentence. Expanded noun phrases are developed organically through concrete, pictorial and then abstract stages. Children are given items, or directed to items in the classroom or outside to describe. They build up their description, using blocks of text, for example: ***The cat*** becomes ***The brown, furry cat.*** They might used phrase and word cards or they might use word banks. Children will progress to using images and then, their imagination. Teachers challenge through questioning and suggestion: ***You have written about a unicorn, what colour unicorn is it? What size is it? Is it sparkly? Is it patterned? Is it shiny? If it was mine, I would call it the rainbow-coloured, glittery unicorn. Can you tell me what your unicorn looks like?*** Children become confident with where to place a question mark, an exclamation mark and a full-stop. Teachers use children's verbal knowledge and subconscious language acquisition skills, to remind them they know what they are doing, they just need to learn how to talk about it. Developing the punctuation games they played in Year 1, they now hold up cards that identify the sentence type from a given selection of sentences. Children play in groups, reading sentences for a friend to identify. Teaching staff circulate and ask children to explain their choices. They look at the written sentences and try and identify what it is that makes it exclamatory or a question. Is there a quick and easy way to do this? Explanations might include: Exclamatory sentences usually start with *what* and *how*. Questions usually start with *who, what, where, why* and *how*. (Address any confusion between the use of how in exclamations and questions.) Commands often start with a verb (doing word). They tell us to do something. Statements tell us about something. Children might start tense work by completing an activity and then describing it to make clear links between communicating something that is relevant to them and language patterns. They begin by responding to verbal questioning i.e. Is this happening now or has it already happened? Theo eats chocolate. Theo ate chocolate.

For progressive verbs they may also benefit from starting with a real life activity completed by themselves or their peers, i.e. I am skipping. I was skipping. The activity and personal links make it meaningful and therefore memorable before committing to the page. It is essential that children establish good verbal routines before writing. Teachers correct children when they make verbal errors at any time during the school day and reward them for accuracy. Children that are always verbally accurate are rewarded.

During year 2, children also become confident in singular possession apostrophes. At this stage they should not be introduced to plural possession because this can lead to confusion, and to a habit of forming plurals with apostrophes. The lessons should begin with children using their own verbal skills to answer meaningful questions: *Whose pencil case is this? It's Ruby's.* Children rehearse verbally and then use teacher led modelling.

Children may find it useful to be introduced to the concept of the *hungry apostrophe.* The apostrophe always wants more, he gobbles up letters and objects. He is hungry when used for possession and in contractions. In contractions he eats letters and for possession he wants objects. Children consider the way they say couldn't and can't; they compare the contraction with the full two word form and discuss the difference. At this stage children should also compare apostrophes with commas to become clear on the differences between them.

The concept of commas for lists is consolidated in Year 2, giving an opportunity to compare the functionality of the two symbols.

YEAR 3	
CURRICULUM AIMS	**SCHOOL APPROACH**
Expressing time, place and cause using conjunctions, adverbs and prepositions. Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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*] Introduction to inverted commas (double speech marks) to punctuate direct speech	Children are introduced to time, place and cause as separate categories, through questioning them on an event: Example event sentence: We went swimming. 1. When did it happen (time)? We went swimming **yesterday**. [*adverb*] We went swimming **after** we'd eaten an ice cream. [*conjunction*] 2. Where did it happen (place)? We went swimming in the sea. [*adverbial phrase*] 3. Why/How did it happen (cause)? We went swimming because we couldn't afford to go to the zoo. [*adverbial phrase]* Children will generally, naturally select an appropriate word. The identification of the word/ phrase category is probably easier after they have already done this. Word banks could be used to assist and quick ways of remembering the functionality of a word category, i.e. adverbs add to the verb.

Children are introduced to sub-headings in non-fiction texts, becoming familiar with how ideas can be grouped in sentences around a theme. Children are shown a text and asked to identify the different sections. What is this text about? How do you know? How many different sections are there? How many different things do you learn?

In pairs or small teams, children may then be given sentence strips on a topic and asked to put them in groups and give each group of sentences a sub-heading. They then use given research to write their own mini-report or fact-file.

Children develop their paragraphing from the starting point on subheadings. Learning to replace subheadings with an introductory sentence dependent on the genre of text. They build on this learning in their whole class reading as they move through Lower Key Stage 2 by identifying where subheadings might incorporate multiple paragraphs.

Present perfect tense could be introduced by asking children to spot the difference between present perfect and simple past. Children might then be asked to change simple past sentences into the present perfect and vice versa. They should be able to articulate the difference. It may be necessary to look at the distinction between the present perfect and the past perfect at this stage, so that children can see the difference, although the past perfect is not a curriculum requirement in Year 3. Example explanation:
We use the present perfect tense to talk about our experiences in a way that does not refer to when they happened, e.g. She has walked to school.
The past perfect is used to talk about an event that was completed in the past before something else happened, e.g. She had walked to school before her mum got a car.

Children use double speech marks (66 and 99) to start punctuating speech, the number order helps them to determine the order they appear around the text. During whole class reading they should grow to understand that published texts might use variations on this but that this is the way they present speech in school. Single quote marks may be confused with apostrophes. Other punctuation for speech should not be introduced at this stage unless the child is secure in the placing of speech marks around what is actually said. Children might also look at the use of speech marks for quotations, linking the two concepts by describing quotes as, *somebody else's words.*

YEAR 4	
CURRICULUM AIMS	**SCHOOL APPROACH**
The grammatical difference between plural and possessive –s Apostrophes to mark plural possession [*for example, the girl's name, the girls' names*]	Children revise their understanding of the possessive apostrophe and the apostrophe for omission. Children revise that plurals are often, but not always, created by using an **"s"** **They consider regular plurals and possession first. If Alfie owns the pizza, it is Alfie's pizza. What if there are three Alfies and they all bought the pizza together? Then it is the Alfies' pizza.**

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] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials 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!"] Use of commas after fronted adverbials	Children look at different plurals for possession, including irregular plurals. Teachers should try and use examples including the names of children in the class or year group. This will make it more meaningful and therefore memorable. Standard English forms are contrasted with local forms in speech and writing. Children are invited to identify the local inflections they use and to explain the difference between those and the standard form. They are corrected verbally as well as in work. Children understand the difference between when it is appropriate to use standard and non-standard forms. They are encouraged to value local heritage and culture but also to appreciate the need for commonly understood and respected forms of communication. Children learn how to further develop noun phrases through whole class reading. They work on identifying noun phrases in published texts and then building their own noun phrases from vocabulary lists (e.g. *the teacher expanded to: the strict maths teacher with curly hair*). It may be helpful for some children to work from images. Pupils revise what an adverbial (it adds to the verb) is and then they are given sentences to examine. What is the difference between: 1. Slowly, the boy walked. 2. The boy walked slowly. What function does the word, "slowly" serve? What does it describe? How do we know? Can it go at the front and also at the end? Does it change the meaning? Does putting it at the front alter the way you think about the boy. What changes about the punctuation?

YEAR 5	
CURRICULUM AIMS	**SCHOOL APPROACH**
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	It is important that children revise subordinating clauses before children move onto relative clauses as these are a subcategory of subordination. They must also be able to confidently identify nouns and noun phrases. The relative clause is used to add information about the noun, so it must be 'related' to the noun. A simple table like this one might help to clarify and scaffold.

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| 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]

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity | <table><tr><td>Relative pronoun</td><td>Noun that the pronoun refers to</td></tr><tr><td>who</td><td>Refers to a person</td></tr><tr><td>which</td><td>Refers to an animal, place or thing</td></tr><tr><td>that</td><td>Can refer to a person, place or thing</td></tr></table>
Children refine their understanding of adverbs (adding to the verb) with degrees of possibility related to the action or state of being. They are introduced to modal verbs with spot the difference sentences, e.g.
   A) Alice runs to school.
   B) Alice can run to school.
   C) Alice will run to school.
   D) Alice should run to school.

Children identify the differences themselves and how they impact on meaning. They then experiment with different examples using word banks, role-play and/or images to generate sentences. They might use this skill in instruction or explanation texts. They might want to write a set of rules for school or home.

Children are given key words to use within and across paragraphs to further develop cohesion. If used correctly children are rewarded. They discuss their relevance and pertinence with their peers and edit their work accordingly. Children should be asking: *Is this the best word to use here?*

Children learn to add parenthesis by looking first at examples in their reading and then building up from a simple sentence. They start with brackets, then dashes and then commas (going from least ambiguous to most ambiguous). Moving from commas for parenthesis to looking at commas to clarify meaning or avoid ambiguity should help to prevent misinterpretation.

The concept of commas to help clarify meaning and avoid ambiguity should begin with looking at the pitfalls of incorrect punctuation, using examples such as: *Let's eat grandma* and *Eats, Shoots and Leaves*. To ensure commas are correctly placed, children should be taught to read their work aloud to each other in the first instance and then quietly to themselves, to identify where pauses should go. They should be aware that there is a degree of interpretation and flexibility to the placement of commas in creative work, but the sense intended by the author (pupil) should be conveyed clearly. |

| **YEAR 6** |

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Curriculum Aims	School Approach
Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. 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 subjunctive forms such as *If I were* or *Were they to* come in some very formal writing and speech] 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] Punctuation of bullet points to list information Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Throughout Year 6, pupils should systematically revise all previously noted goals (above) to ensure that they are secure in all areas. This includes the most simplistic of grammar and punctuation. Children are introduced to the passive by way of comparison between the active and the passive. Children lead their own learning by identifying and discussing the differences and then trying to use their own comparison sentences. They define what it means to be *passive* and *active* and use this to help them understand the change the sentences can make to mood and culpability. Real life examples are used, such as explaining if you are to blame for something to your parents or giving a witness statement. Children further develop their appreciation of formal speech and writing, thinking first about the way they talk to people in authority (i.e. their teacher, the headteacher) and then the way they talk to their friends. They write a postcard to their friend and contrast that with the way they might write to the Queen or Prime Minister. Children read formal writing and identify phrasing they would not use if they were writing to a friend or close relative. What is different? Why is it different? Why is it important that you understand the difference and when to use it? How does it impact on you and your future? Children read more complex texts, and through their whole class reading identify a greater number of rhetorical devices that they can then magpie and use in their own writing. They critically analyse the effectivity of these devices and whether they could be improved in their work. Ellipsis for omission and for suspense is introduced through reading and then they are encouraged to include in their reading questions (quotes) and in creative writing. In their non-fiction reading and writing children further explore and gain greater independence in selecting the appropriate organisational devices. Colons, semi-colons, dashes and hyphens are taught in specific, yet text driven, sessions. Children see where mistakes can lead to confusion in communication. They build on their secure knowledge of clauses and sentence types to develop confidence in the use of more complex punctuation. Children are shown the difference between the hyphen and the dash and they understand that these are distinct punctuation marks.