

Writing: Punctuation and Grammar Curriculum Overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	<p>Full stops &amp; capital letters, matching capital letters with their smaller letters, verbs, nouns (proper and common), adjectives, joining words and clauses using 'and' (Ext. begin to use other coordinating/subordinating conjunctions, e.g. 'so' and 'but').</p> <p>Handwriting- snap snap sit on the log. All small and capital letters- child initiated (12a, b,c).</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b</b></p>	<p>Capital letters for names and for the personal pronouns, nouns, verbs (Ext: adverbs), question marks to demarcate sentences. exclamation marks to demarcate sentences, using 'and' and 'because' (Ext. begin to use other coordinating/subordinating conjunctions, e.g. 'so' and 'but').</p> <p>Handwriting- snap snap sit on the log. All small letters- child initiated (12a, b,c).</p> <p>Handwriting phonic joins.</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b</b></p>	<p>Nouns and verbs, Regular plural noun suffixes '-s' or '-es' (including the effects of these suffixes on the meaning of a noun), suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ing', capital letters for names and for the personal pronouns, suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ed', verbs and adjectives.</p> <p>Handwriting- snap snap sit on the log. All small and capital letters letters- child initiated. Capital letter in context (12a, b,c)</p> <p>Handwriting phonic joins.</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b</b></p>	<p>Adverbs, regular plural noun suffixes '-s', '-es', (including the effects of these suffixes on the meaning on a noun), suffixes that can be added to verbs where no change is needed in the spelling of the root word '-er', suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ing', question marks and exclamation marks to demarcate sentences, prefix '-un' changes the meaning of verbs and adjectives.</p> <p>Handwriting- snap snap sit on the log. All small and capital letters- child initiated (12 a,b,c).</p> <p>Handwriting phonic joins.</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b</b></p>	<p>Nouns and verbs, adverbs and adjectives, capital letters for names and personal pronouns, suffixes that can be added to verbs where no change is needed in the spelling of the root word '-ed', question marks and exclamation marks to demarcate sentences, joining words and joining clauses using 'and' (Ext. begin to use other coordinating / subordinating conjunctions).</p> <p>Handwriting- snap snap sit on the log. Focus on descenders and ascenders f, j, g,y,q and in isolation z (12,a,b,c)</p> <p>Handwriting phonic joins.</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a, b</b></p>	<p>suffixes that can be added to verbs where no change is needed in the spelling of the root word '-er', regular plural noun suffixes '-s' or '-es' (including the effects of these suffixes on the meaning of a noun), prefix '-un' changes the meaning of verbs and adjectives, question marks and exclamation marks to demarcate sentences, joining words and joining clauses using 'and' (Ext. begin to use other coordinating / subordinating conjunctions, recap any misconceptions.</p> <p>Independently choose what to write about.</p> <p>Handwriting- snap snap sit on the log. Focus on descenders and ascenders f, j, g, y, q and in isolation z (12a,b,c)</p> <p>Handwriting phonic joins.</p> <p><b>8a, b, c, d, e, 9a, b, 10a, b, 11a, b, c, 12a,b</b></p>
<b>Year 2</b>	<p>Capital letters and full stops, question marks to demarcate sentences, exclamation marks to demarcate sentences,</p> <p>Cursive handwriting and letter formation in letter groups (curved, ladder, robot, zig zag) with termly assessment</p> <p>Pencil Grip – snap, snap, sit on the log</p> <p>co-ordination (or, and, but) and subordination (when, if, that, because)</p> <p>continuous use of past/present tense in writing</p> <p><b>2a 2b 5a 5b 10a 10c 11a 12a 12b 12c</b></p>	<p>Types of sentences: exclamation, command, statement and question, grammatical patterns in a sentence indicate function: statement and question,</p> <p>Cursive handwriting and letter formation in letter groups (curved, ladder, robot, zig zag) with termly assessment</p> <p>Pencil Grip – snap, snap, sit on the log</p> <p>Co-ordination (or, and, but) and subordination (when, if, that, because)</p> <p>continuous use of past/present tense in writing,</p> <p><b>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 11a 12a 12b 12c</b></p>	<p>Types of sentences: exclamation, command, statement and question</p> <p>Speech marks, apostrophes for ownership, apostrophes for contractions, homophones, alliteration, commas in a list. expanded noun phrases for description and specification,</p> <p>Pencil Grip – snap, snap, sit on the log</p> <p><b>1a 1b 1c 2a 2b 5c 5d 9a 9b 10a 10c 11a 12a 12b 12c</b></p>	<p>Formation of adjectives using suffixes e.g. -ful, -less, apostrophes to mark where letters are missing (contractions), apostrophes to mark singular possession in nouns (possessive), continuous use of past/present tense in writing, use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs, co-ordination (or, and, but) and subordination.</p> <p><b>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 10a 10b 11a 11b 12a 12b 12c</b></p>	<p>Use the progressive form of verbs in the present, use the progressive form of verbs in the past</p> <p>apostrophes for contraction, use of suffixes '-er', '-est' in adjectives and the use of '-ly' in standard English to turn adjectives into adverbs, commas to separate items in a list, co-ordination (or, and, but) and subordination (when, if, that, because).</p> <p><b>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 9a 9b 10a 10b 10c 11a 11b 12a 12b 12c</b></p>	<p>nouns using suffixes, e.g. '-ness', '-er' and by compounding, use of suffixes '-er', '-est' in adjectives and the use of '-ly' in standard English to turn adjectives into adverbs, apostrophes to mark singular possession in nouns (possessive), co-ordination (or, and, but) and subordination (when, if, that, because).</p> <p><b>2a 2b 3a 3b 3c 5a 5b 5c 5d 6d 9a 9b 10a 10c 11a 11b 12a 12b 12c</b></p>
<b>Year 3</b>	<p>Revisit nouns, verbs, adverbs (eg. Then, next, soon, therefore) and adjectives, revisit consonant and vowel, revisit subordinating and coordinating conjunctions learnt in Y1&amp;2, similes, formation of nouns using a range of prefixes, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs or prepositions,</p>	<p>Revisit nouns, verbs, adverbs (eg. Then, next, soon, therefore) and adjectives, introduction to paragraphs as a way to groups related material, inverted commas to punctuate direct speech, introduction to the present perfect form of verbs and compare them to the simple past, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions,</p>	<p>Coordinating and subordinating conjunctions, introduction to paragraphs as a way to groups related material, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of), word</p>	<p>Heading and subheadings to aid presentation, formation of nouns using a range of prefixes, inverted commas to punctuate direct speech, introduction to the present perfect form of verbs and compare them to the simple past, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions, coordinating and subordinating conjunctions, revisit nouns, verbs,</p>	<p>Revisit nouns, verbs, adverbs and adjectives, the use of the present perfect form of verbs, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of), coordinating and</p>	<p>Formation of nouns using a range of prefixes, the use of the present perfect form of verbs, inverted commas to punctuate direct speech, use of the forms 'a' or 'an' according to whether the word begins with a consonant or vowel, subordinating clauses, expressing time, place and clause using conjunctions, adverbs (eg. Then, next, soon, therefore) or prepositions (eg. During, after, in, because of),</p>

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	<p>word families based on common words, showing how words are related in form and meaning, inverted commas to punctuate direct speech, past tense, exclamation marks, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>	<p>families based on common words, showing how words are related in form and meaning, colons, exclamation marks, read aloud own writing using appropriate intonation and tone, spell homophones, understand how to use apostrophes in words with regular plurals, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>	<p>families based on common words, showing how words are related in form and meaning, present tense, past tense, exclamation marks, creating settings, characters and plots, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>	<p>adverbs and adjectives, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>	<p>subordinating conjunctions, read aloud own writing using appropriate intonation and tone, spell homophones, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>	<p>word families based on common words, showing how words are related in form and meaning, heading and subheadings to aid presentation, nouns, verbs, adverbs and adjectives, read aloud own writing using appropriate intonation and tone, spell homophones, understand how to use apostrophes in words with regular plurals, use the first two or three letters in a word to check its spelling in a dictionary, write from memory simple sentences dictated from the teacher that include words and punctuation taught so far, proof read for spelling and punctuation errors, discuss writing similar to that which is planned and understand and learn from its structure, vocabulary and grammar, discuss and record ideas, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, increase the legibility, consistency and quality of cursive handwriting.</p> <p><b>10a, 10b, 10c</b></p>
<b>Year 4</b>	<p>Revisit nouns, expanded noun phrases, adverbs and adjectives, revisit co-ordinating and subordinating conjunctions to extend sentences, revisit commands, statements, questions, and exclamation sentences, grammatical difference between plural and possessive –s, use of punctuation in speech Homophones Use of generalisers</p>	<p>Possessive pronouns, appropriate choice of pronoun or noun within and across sentences to aid cohesion, use of paragraphs to organise ideas around a theme, noun phrases, relative clauses, prepositional phrases use of suffixes and prefixes, identifying direct and indirect speech, commas for clarity.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, standard English form of verb inflections instead of local spoken forms (formal / informal in letters), grammatical difference between plural and possessive –s, inverted commas to punctuate direct speech, fronted adverbials, commas to punctuate lists and embedded clauses, use of contractions.</p>	<p>Frontal Adverbials, use of commas to punctuate adverbials, revisit nouns, adverbs and adjectives word classes, grammatical difference between plural and possessive –s, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, verb tenses, inverted commas to punctuate direct speech, determiners, prepositional phrases, relative clauses.</p>	<p>Word classes, verb inflections and tenses (past), conjunctions of time and cause, comparative adjectives, adverbial phrases, use of paragraphs to organise ideas around a theme, apostrophes to mark plural possessions, grammatical difference between plural and possessive –s.</p>	<p>Verb tenses, subordinate clauses, modal verbs, direct and indirect speech, use of inverted commas and other punctuation to indicate speech, noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, figurative language, determiners, conjunctions time place and cause</p>
<b>Year 5</b>	<p>Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with</p>	<p>Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character</p>	<p>Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their</p>	<p>Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers).</p>	<p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a</p>	<p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes</p>

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	<p>increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.</p>	<p>and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers).</p>	<p>own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers).  Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.</p>	<p>Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus. Adverbials of time (linking these across paragraphs to build cohesion), verb prefixes, , indicating degrees of possibility using modal verbs, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun, use of a comma to clarify meaning or to avoid ambiguity, revisit different types of nouns – abstract, concrete, collective, proper. <b>5a 10b 11a 11b 12a</b></p>	<p>model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers).  Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.</p>	<p>legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers).  Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.</p>
<p><b>Year 6</b></p>	<p>Identifying different types of noun, understanding different types of adjectives, using direct and reported speech, apostrophe for contraction and possession, its and it's, verbs and adverbs phrases and clauses, different sentence types, tenses, conjunctions, structured paragraphs – linking ideas across and paragraphs. <b>8b, 8d, 9a, 9b, 10a, 10b, 11b, 12b</b></p>	<p>Expanded noun phrases, prepositional phrases, apostrophe for contraction and possession, use of colon to add explanation, synonyms and antonyms, formal and informal language, use of a thesaurus, simple and complex sentences, passive and active voice, embedded clauses, cohesion between sentences, fronted adverbials and fronted subordinate clauses, the subjunctive mood <b>8b, 8d, 9a, 9b, 10a, 10b, 11b, 12b</b></p>	<p>Use the correct form of a pronoun Identify adverbials in a passage Add adverbials to a sentence Identify nouns in a sentence. Use a noun phrase to add detail to a noun. Indicate degrees of possibility using adverbs and modal verbs. Devices to build cohesion within and across paragraphs (Pronouns, Determiners, Subordinating Conjunctions, Adverbs, Paragraphs, Adverbials [including place, number, time], Topic Sentences) <b>8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a</b></p>	<p>Identify the general word class of a noun, verb, adjective and adverbs active and passive, synonyms and antonyms, using hyphens to avoid ambiguity, determiners and article use (a, an, the), subject and object, use the perfect form of verbs to mark relationships of time and cause, coordinating conjunctions <b>8a, 8d, 9a, 9b, 10a, 10b, 11a, 11b</b></p>	<p>Subject and object of a sentence, using hyphenated words, direct and reported speech, active and passive voice, semi-colons, colons and dashes to mark clauses, formal and informal speech and vocabulary and layout devices <b>8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a, 11b</b></p>	<p>Different sentence types, Verb tenses, linking ideas across and paragraphs, parenthesis (brackets, dashes, commas), modal verbs, editing and evaluating, cohesion across paragraphs, <b>8a, 8b, 8d, 9a, 9b, 10a, 10b, 11a, 11b, 12a</b></p>