

English – Punctuation and Grammar

Whole School Scheme of Learning

This scheme of learning should be used in conjunction with the schemes of learning for writing composition, spelling, phonics and handwriting.



Resource Platforms				
Vocabulary Ninja 	 Spelling Shed	 Grammarsaurus	 Classroom Secrets	Deepening Understanding 

School Overview of Punctuation and Grammar Teaching and Learning

Word Structure					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Regular plural noun suffixes –s or –es [for example, <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i>]	New Learning Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of	Formation of nouns using a range of prefixes [for example <i>super–</i> , <i>anti–</i> , <i>auto–</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]	The difference between vocabulary typical in informal speech and vocabulary appropriate for formal speech [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] Converting nouns or adjectives into verbs using suffixes –ate, –ise, –ify • verb prefixes dis –, de –, mis –, over – and re –	The difference between vocabulary typical in informal speech and vocabulary appropriate for formal speech [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].

using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	–ly in Standard English to turn adjectives into adverbs	example, <i>solve, solution, solver, dissolve, insoluble</i>			
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Sentence Structure					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Revision from Y1 How words can combine to make sentences Joining words and joining clauses using <i>and</i> New Learning Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Revision Year 2 Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. New Learning Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	Revision Year 2 Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Revision Year 3 Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] New Learning Noun phrases expanded by the addition of modifying adjectives, nouns and	Revision Year 2 Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Revision Year 3 Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Revision Year 4 Noun phrases expanded by the addition of modifying adjectives, nouns and	Revision Year 2 Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Revision Year 3 Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] Revision Year 4 Noun phrases expanded by the addition of modifying adjectives, nouns and

			preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]	preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>] New Learning Expanded noun phrases to convey complicated information concisely. Example: <i>the boy</i> that <i>jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day. Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]	preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>] Revision Year 5 Expanded noun phrases to convey complicated information concisely. Example: <i>the boy</i> that <i>jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day. Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>] New Learning Use of the passive voice to affect the presentation of information writing. Example: I broke the window in the greenhouse versus The window in the greenhouse was broken. Expanded noun phrases to convey complicated information concisely. Example: <i>the boy</i> that <i>jumped over the fence</i> is
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					over there, or <i>the fact that it was raining</i> meant the end of sports day.
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Text Structure					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing sentences to form short narratives	Revision from Y1 Sequencing sentences to form short narratives New Learning Correct choice and consistent use of 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 [for example, <i>she is drumming, he was shouting</i>]	Revision Year 2 Correct choice and consistent use of 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 [for example, <i>she is drumming, he was shouting</i>]Introduction to paragraphs as a way to group related material New Learning Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Revision Year 2 Correct choice and consistent use of 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 [for example, <i>she is drumming, he was shouting</i>]Introduction to paragraphs as a way to group related material Revision Year 3 Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] New Learning Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and	Revision Year 2 Correct choice and consistent use of 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 [for example, <i>she is drumming, he was shouting</i>]Introduction to paragraphs as a way to group related material Revision Year 3 Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Revision Year 4 Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid	Revision Year 2 Correct choice and consistent use of 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 [for example, <i>she is drumming, he was shouting</i>]Introduction to paragraphs as a way to group related material Revision Year 3 Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Revision Year 4 Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid

			across sentences to aid cohesion and avoid repetition	cohesion and avoid repetition New Learning Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] Layout devices [<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>]	cohesion and avoid repetition Revision Year 5 Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] Layout devices [<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>] New Learning 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>]
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Punctuation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Revision from Y1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun New Learning Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Revision Year 2 Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] New Learning Introduction to inverted commas to punctuate direct speech	Revision Year 2 Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] New Learning Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials	Revision Year 2 Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] Revision Year 4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials New Learning Use of the colon to introduce a list and use of semi-colons within lists bullet points to list information Use of commas to clarify meaning or avoid ambiguity in writing Use of brackets, dashes or commas to indicate parenthesis	Revision Year 2 Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] Revision Year 4 Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials Revision Year 5 Use of the colon to introduce a list and use of semi-colons within lists bullet points to list information Use of commas to clarify meaning or avoid ambiguity in writing Use of brackets, dashes or commas to indicate parenthesis using relative clauses beginning with <i>who, which,</i>

				using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	where, when, whose, that or with an implied (i.e. omitted) relative pronoun New Learning Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Use of hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Bullet points to list information
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Terminology					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Revision from Y1 letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark New Learning noun, noun phrase statement, question, exclamation, command	Revision Year 2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma New Learning preposition, conjunction word family, prefix	Revision Year 2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma Revision Year 3 preposition, conjunction word family, prefix	Revision Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Revision Year 4 determiner	Revision Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') Revision Year 4 determiner

	compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') New Learning determiner pronoun, possessive pronoun adverbial	pronoun, possessive pronoun adverbial New Learning modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	pronoun, possessive pronoun adverbial Revision Year 5 modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity New Learning subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon bullet points
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