

Grammar and Punctuation key skills

Year group objectives	Transcription-Spelling	Word Structure	Sentence structure	Punctuation	Text Structure	Terminology
<p>Year 3</p>	<p>Revision from previous steps: pay attention to suffixes. Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt (English appendix). Place the possessive apostrophe accurately in words with regular plurals. Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences dictated by the teacher, which include words and punctuation taught so far.</p>	<p>Formation of nouns using range of prefixes.</p>	<p><u>Show relationships of time, reason and cause through the use of conjunctions (e.g. so, because, when), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)</u></p>	<p><u>Introduction to inverted commas (speech marks) to punctuate direct speech.</u></p>	<p>Be able to group ideas together through introduction of paragraphs.</p>	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, clause, subordinate clause</p>
		<p><u>Use of the determiners a or an dependent on next word beginning.</u></p>			<p><u>Headings and sub headings to aid presentation.</u></p>	
		<p>Word families based on common words</p>			<p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. have written it down so we can check what he said.)</p>	

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Year 4	<p>Revision from Y1 and 2: pay attention to suffixes.</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand how to use them (appendix Y3 and 4) - Spell words that are often misspelt (appendix 1). - Place the possessive apostrophe accurately in words with regular and irregular plurals - Use first 2/3 letters of a word to check its spelling - <u>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u> 	<p>The grammatical difference between plural and possessive –s.</p>	<p>Begin to use –ed and –ing sentence openers e.g. Exhausted, Tim ran away from home.</p>	<p>Consistently use capitalisation for names (including I), headings and place names.</p>	<p>Use of paragraphs to organise ideas around a theme.</p>	Pronoun, possessive pronoun, adverbial
			<p>Use appropriate pronoun or noun within a sentence to avoid ambiguity and repetition.</p>	<p><u>Use speech marks to punctuate direct speech.</u></p>	<p><u>Appropriate choice of pronoun or noun across sentences.</u></p>	
		<p><u>Standard English forms for verb inflections.</u></p>	<p><u>Use of fronted adverbials.</u></p>	<p>Use apostrophe to mark singular and plural possession.</p>		
				<p>Use commas after fronted adverbials(e.g. Later that day, I heard the bad news).</p>		

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Year 5	<p>Use further prefixes and suffixes. Spell some words with 'silent' letters (knight, psalm etc.) Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use first 3 or 4 letters to check spelling/meaning. Use a thesaurus.</p>	<p><u>Convert nouns or adjectives into verbs using suffixes</u> e.g. -ify</p>	<p>Write complex sentences, selecting and using a wide range of subordinators.</p>	<p>Develop rules for speech, including difference between direct and reported speech, positioning of commas before speech marks etc.</p>	<p><u>Devices to build cohesion within a paragraph (e.g. use of connectives firstly, after that etc.).</u></p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>
		<p>Verb prefixes (e.g. dis-, de-, mis- etc.).</p>	<p>Use of relative clauses beginning with who, which, where, why or whose.</p>	<p>Use ellipses.</p>	<p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p>	
			<p><u>Indicating degrees of possibility using modal verbs (e.g. might, should) or adverbs (e.g. perhaps, surely)</u></p>	<p>Develop use of comma in embedding clauses within sentences.</p>		
				<p><u>Use of commas to clarify meaning or avoid ambiguity.</u></p>		
				<p>Brackets, dashes or commas to indicate parenthesis.</p>		

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<p>Year 6</p>	<p>Use further prefixes and suffixes and understand guidance for using them. Spell some words with 'silent ' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Appendix 1 Year 6). Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling. Use a thesaurus.</p>	<p><u>To recognise and use different vocabulary typical of informal speech and formal speech and writing</u> (e.g. said versus reported, alleged, or claimed in formal speech or writing).</p>	<p><u>Use of passive voice to affect presentation of information in a sentence.</u> Expanded noun phrases to convey complicated information concisely.</p>	<p>Use of colon, semi-colon and dash to indicate stronger subdivision of sentence than comma. <u>Punctuation of bullet - points to list information.</u> Use of hyphens to avoid ambiguity.</p>	<p>Use paragraphs to signal changes in time, scene, action etc... Develop links between paragraphs show cohesion (e.g. word/phrase repetition, connectives)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p>
		<p>To recognise and use different vocabulary typical of informal speech and formal speech and writing.</p>	<p>Understand/use different structures typical of informal/formal speech and writing.</p>	<p>Secure use of comma in embedding clauses within sentences.</p>	<p><u>Layout devices, such as headings, sub-headings, bullet points, tables etc.</u></p>	
				<p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man- eating shark)</p>		