



Ready,  
Respectful,  
Safe

# Cathcart Street Primary School

## Punctuation and Grammar across KS1 and KS2

	Word Structure	Sentence Structure	Text Structure	Punctuation	Pupil Terminology
<b>Year 1</b>	<p>Regular plural noun suffixes – <i>s</i> or <i>es</i> (e.g. dog, dogs, wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix <i>un</i> – changes the meaning of verbs and adjectives (negation e.g. unkind, or undoing e.g. untie the boat)</p>	<p>How words combine to make sentences.</p> <p>How <i>and</i> can joins words and</p>	<p>Sequencing sentences to form short narratives.</p>	<p>Separation of words with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks.</p> <p>Capital letters for names and for the personal pronoun.</p>	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>
<b>Year 2</b>	<p>Formation of nouns using suffixes such as –ness, –er.</p> <p>Formation of adjectives using suffixes such as –ful, –less (for a fuller list see New Curriculum guidance for Literacy)</p> <p>Use of the suffixes –er and –est to form comparatives of adjectives and adverbs.</p>	<p>Subordination (using <i>when, if, that</i> or <i>because</i>) and co-ordination (using <i>or, and</i> or <i>but</i>)</p> <p>Expand noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command.</p>	<p>The consistent use of present tense versus past tense throughout text.</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>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 contracted forms in spelling.</p>	<p>Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</p>
<b>Year 3</b>	<p>Formation of nouns using a range of <b>prefixes</b>, such as super-, anti-, auto-</p> <p>Use of the <b>determiners</b> a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p><b>Word families</b> based on common words.</p>	<p>Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, so), or <b>prepositions</b> (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause.</p>
<b>Year 4</b>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b>.</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</p>	<p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition.</p> <p>Fronted <b>adverbials</b>.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>.</p>	<p>Use of inverted commas to <b>punctuate</b> direct speech.</p> <p>Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news)</p>	<p>Pronoun, possessive pronoun, adverbial.</p>
<b>Year 5</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ift)</p> <p><b>Verb prefixes</b> (e.g. dis-, de-, mis-, over- and re-)</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, why</i> or <i>whose</i>.</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs</b> (e.g. perhaps, surely)</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</p>
<b>Year 6</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in informal speech or writing)</p>	<p>Use of <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day)</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. He's your friend, isn't he?, or the use of the <b>subjective</b> in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b>.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>Use of semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p>