

## Punctuation and Grammar Curriculum Map

	Word	Sentence	Text	Punctuation	Terminology for pupils
Year 1	<ul style="list-style-type: none"> <li>Use regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>Use <b>suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>Understand how the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Understand how <b>words</b> can combine to make <b>sentences</b></li> <li>Join <b>words</b> and <b>clauses</b> using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing <b>sentences</b> to form short narratives</li> <li>Separation of <b>words</b> with spaces</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate <b>sentences</b> in some writing</li> <li>Begin to punctuate work using question marks and exclamation marks</li> <li>Use a capital letter for names of people, places, the days of the week and for the personal <b>pronoun</b> <i>I</i></li> </ul>	letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation
Year 2	<ul style="list-style-type: none"> <li>Form <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>Form <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></li> <li>Use <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>co-ordination</b> (using <i>or, and, but</i>) and some <b>subordination</b> (using <i>when, if, that, because</i>) to join clauses</li> <li>Use expanded <b>noun phrases</b> for description and specification [for</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>present tense</b> and <b>past tense</b> mostly correctly and consistently</li> <li>Use the <b>progressive form of verbs</b> in the <b>present and past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>Use commas to separate items in a list</li> <li>Use <b>apostrophes</b> to mark where letters are missing in spelling</li> </ul>	noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past,

	<p>use of -ly in Standard English to turn adjectives into <b>adverbs</b> e.g. smoothly, softly, bigger, biggest</p>	<p>example, <i>the blue butterfly, plain flour, the man in the moon</i></p> <ul style="list-style-type: none"> <li>Understand <b>how the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command</li> </ul>		<p>and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>present) and apostrophe, comma</p>
Year 3	<ul style="list-style-type: none"> <li>Form <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>]</li> <li>Use the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</li> <li>Identify <b>Word families</b> based on common <b>root words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using <b>co-ordinating</b> and <b>subordinating conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs as a way to group related material</li> <li>Use headings and sub-headings to aid presentation</li> <li>Use the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use inverted commas to <b>punctuate</b> direct speech</li> </ul>	<p>preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>
Year 4	<ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> -s</li> <li>Use standard English forms for <b>verb inflections</b> instead of</li> </ul>	<ul style="list-style-type: none"> <li>Use of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict</i></li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Make the appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within</li> </ul>	<p>determiner pronoun, possessive pronoun; and adverbial</p>

	<p>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>]</p>	<p><i>maths teacher with curly hair</i></p> <ul style="list-style-type: none"> <li>Use <b>fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>	<p>aid <b>cohesion</b> and avoid repetition</p>	<p>inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <ul style="list-style-type: none"> <li>Use <b>apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i>]</li> <li>Use commas after <b>fronted adverbials</b></li> </ul>	
Year 5	<ul style="list-style-type: none"> <li>Convert <b>nouns or adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</li> <li>Understand <b>verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>Link ideas across paragraphs using <b>adverbials</b> 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, <i>he had seen her before</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<p>modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>
Year 6	<ul style="list-style-type: none"> <li>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas within and across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of</li> </ul>	<ul style="list-style-type: none"> <li>Use the semi-colon, colon and dash when writing lists or to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</li> </ul>	<p>subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>

	<p>- discover; ask for - request; go in - enter]</p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<ul style="list-style-type: none"> <li>• Understand 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 <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> <li>• Use expanded <b>noun phrases</b> to convey complicated information concisely</li> <li>• Use the <b>perfect form of verbs</b> to mark relationships of time and cause</li> </ul>	<p><b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <ul style="list-style-type: none"> <li>• Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>	<ul style="list-style-type: none"> <li>• Use the colon to introduce a list and use of semi-colons within lists</li> <li>• Use bullet points to list information</li> <li>• Understand how hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> <li>• Use the full range of punctuation taught at KS2 [for example, <i>semi colons, dashes, colons, hyphens</i>] and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>	
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