

Punctuation and Grammar Curriculum Map

	Word	Sentence	Text	Punctuation	Terminology for pupils
Year 1	<ul style="list-style-type: none"> Use regular plural noun suffixes <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 Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) Understand how the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>] 	<ul style="list-style-type: none"> Understand how words can combine to make sentences Join words and clauses using <i>and</i> 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Separation of words with spaces 	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences in some writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week and for the personal pronoun <i>I</i> 	letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation
Year 2	<ul style="list-style-type: none"> Form nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Form adjectives using suffixes such as <i>-ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the 	<ul style="list-style-type: none"> Use co-ordination (using <i>or, and, but</i>) and some subordination (using <i>when, if, that, because</i>) to join clauses Use expanded noun phrases for description and specification [for 	<ul style="list-style-type: none"> Use present tense and past tense mostly correctly and consistently Use 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>] 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling 	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 adverbs 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"> Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 		<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"> Form nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] Identify Word families based on common root words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] 	<ul style="list-style-type: none"> Express time, place and cause using co-ordinating and subordinating 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>] 	<ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material Use headings and sub-headings to aid presentation Use 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>] 	<ul style="list-style-type: none"> Begin to use inverted commas to punctuate direct speech 	<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"> The grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of 	<ul style="list-style-type: none"> 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> 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Make the appropriate choice of pronoun or noun within and across sentences to 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within 	<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"> Use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] 	<p>aid cohesion and avoid repetition</p>	<p>inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <ul style="list-style-type: none"> Use apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use commas after fronted adverbials 	
Year 5	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Understand verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] 	<ul style="list-style-type: none"> Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicate degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] 	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Link 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, <i>he had seen her before</i>] 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity 	<p>modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>
Year 6	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i>] 	<ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>] 	<ul style="list-style-type: none"> Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of 	<ul style="list-style-type: none"> Use the semi-colon, colon and dash when writing lists or to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] 	<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"> • Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	<ul style="list-style-type: none"> • 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 subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] • Use expanded noun phrases to convey complicated information concisely • Use the perfect form of verbs to mark relationships of time and cause 	<p>adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <ul style="list-style-type: none"> • Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this 	<ul style="list-style-type: none"> • Use the colon to introduce a list and use of semi-colons within lists • Use bullet points to list information • 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>] • 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 	
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