

Grammar and Punctuation Scheme of Work Linked to Current Curriculum
Years 1-6

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation. Can children	
Use capitalisation letters for the personal pronoun "I", for names and for the first word in a sentence.	Year 1
Understand and use full stops accurately.	Year 1
Add question marks to questions.	Year 1
Add exclamation marks to sentences.	Year 1
Understand other common uses of capitalisation e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.	Year 1
Read aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions.	Year 1
Sentences Can children	
Re-read their own writing and check whether it makes sense.	Year 1
Parts of Speech. Can children	
Use ' and ' to join 2 simple sentences.	Year 1
Pronouns	Year 1
Singular and Plural	Year 1

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation. Can children	
Use capitalisation for other purposes e.g. for personal titles (Mr, Miss), headings, book titles, emphasis.	Year 2
Understand and use full stops accurately.	Year 2
Understand and use commas for lists.	Year 2
Understand and use exclamation marks to denote strong emotion.	Year 2
Understand and use question marks .	Year 2
Understand and use apostrophes for contracted forms.	Year 2
Identify speech marks in reading, understand their purpose and use the term correctly.	Year 2
Read aloud with intonation and expression appropriate to the grammar and punctuation. (sentences, speech marks, commas, exclamation marks).	Year 2
Sentence Types Can Children	
Identify and write a statement .	Year 2
Identify and write a command .	Year 2
Identify and write an exclamation .	Year 2
Turn statements into questions , learning a range of 'wh' words, typically used to open questions: what, where, when, who,	Year 2
Phrases and Clauses Can children	
Understand and use noun phrases .	Year 2
Understand and use simple clauses .	Year 2
Understand and use subordination (when, if, that, because,)	Year 2
Understand and use co-ordination (or, and, but)	Year 2
Parts of Speech. Can children	
Understand and use the term verb	Year 2
Understand and use the term verb tense (past and present).	Year 2
Understand and use the term adjective .	Year 2
Understand and use the term noun .	Year 2

Understand and use the term adverb: describing words for verbs or doing words	
Understand the need for grammatical agreement , matching verbs to nouns/pronouns. E.g. I am; the children are.	Year 2

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation. Can children	
Understand and use full stops accurately.	Year 3
Understand and use capital letters accurately.	Year 3
Understand and use commas for lists.	Year 3
Understand and use question marks .	Year 3
Understand and use exclamation marks to denote strong emotion.	Year 3
Understand and use apostrophes for contracted forms.	Year 3
Understand and use possessive apostrophes .	Year 3
Understand and use the term " comma " appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"> □ noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences. 	Year 3
Punctuate direct speech - speech marks .	Year 3
Sentence Types Can children	
Identify and write a statement .	Year 3
Identify and write a question	Year 3
Identify and write an exclamation	Year 3
Turn statements into questions , learning a range of 'wh' words, typically used to open questions: what, where, when, who,	Year 3
Phrases and Clauses Can children	
Understand and use noun phrases .	Year 3
Understand and use simple clauses .	Year 3
Understand and use co-ordination (or, and, but)	Year 3

Understand and use a subordinate clause .	Year 3
Show relationships of time, reason and cause through subordination and connectives ; when, if, because, although.	Year 3
Parts of Speech. Can children	
Understand and use the term adverb .	Year 3
Understand and use the term adverbial .	Year 3
Understand and use the term possessive pronoun .	Year 3
Understand and use the term conjunction/connective (when, after, while, because) .	Year 3
Understand and use prepositions – spatial .	Year 3
Understand and use determiners .	Year 3
Use the term “ adjective ” appropriately and understand the function of adjectives in sentences through: <ul style="list-style-type: none"> Identifying adjectives in shared reading. Discussing and defining what they have in common i.e. words which qualify nouns. Experimenting with deleting and substituting adjectives and noting the effects on meaning. Collecting and classifying adjectives, e.g. for colours, sizes, moods. Experimenting with the impact of different adjectives through shared writing. 	Year 3
Use the term “ verb ” appropriately and understand the function of verbs in sentences through: <ul style="list-style-type: none"> Noticing that sentences cannot make sense without them Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble 	Year 3
Understand the differences between verbs in the 1st, 2nd, and 3rd person , e.g. I/we do, you do, he/she/does, they do.	Year 3
Understand and use the term noun .	Year 3
Understand and use fronted adverbials, followed by a comma . e.g. Slowly, she turned the page. Angrily, he shook his fist.	Year 3
Standard English. Can children	

Ensure grammatical agreement in speech and in writing of pronouns and verbs, e.g. I am, we are.

Year 3

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation. Can children	
Use commas after fronted adverbials . E.g. occasionally, she comes to my house.	Year 4
Use commas to mark grammatical boundaries within sentences. (Link this to work on editing and revising own writing)	Year 4
Punctuate direct speech using commas and speech marks .	Year 4
Use apostrophes to mark possession through: <ul style="list-style-type: none"> Identifying possessive apostrophes in reading and to whom or what they refer. Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground. Distinguishing between uses of the apostrophe for contraction and possession. Begin to use the apostrophe appropriately in their own writing. 	Year 4
Identify semi colons and respond to them appropriately in reading.	Year 4
Identify colons and respond to them appropriately in reading.	Year 4
Identify hyphens and respond to them appropriately in reading.	Year 4
Phrases and Clauses Can children	

Use commas, connectives and full stops to join and separate clauses and effectively in their own writing.	Year 4
Understand and use a subordinate clause .	Year 4
Understand and use fronted adverbials .	Year 4
Show relationships of reason and cause through subordinating connectives ; when, if, because, although, so, then, because, as, if, thus, unless, whether, for, besides, anyway, therefore, consequently	Year 4
Show relationships of time through subordination and connectives: next, then, later, before, since, lastly, finally, after, meanwhile	Year 4
Parts of Speech. Can children	
Understand and extend knowledge and understanding of adverbs through: <input type="checkbox"/> Identifying common adverbs with ly suffix and discussing their impact on the meaning of sentences.	Year 4

<ul style="list-style-type: none"> • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs. • Collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly. • Investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the housely • Use adverbs with greater discrimination in own writing. 	
Understand and use adverbs of time : Now, First, Last, Early, Yesterday, Tomorrow, Today, Later, Regularly, Often, Never, Monthly, Always, Usually	Year 4
Understand and use adverbs of cause : as, as a result of, because, although, even though, in order to, on account of, so that, since, as long as, due to, in as much as	Year 4
Understand and use the term adverbial .	Year 4
Understand and use the term noun for clarity and to avoid ambiguity.	Year 4

<p>Understand and use the term pronoun for clarity and to avoid ambiguity and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> • noticing in speech and reading how they stand in place of nouns; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; • investigating how pronouns are used to mark gender: he, she, they, etc., 	Year 4
Understand and use prepositions of time: at, on, in, for	Year 4
Understand and use prepositions of place: at, on, in, near, across, beneath, between.	Year 4
Understand and use prepositions of cause: for, from, through, because of, on account of	Year 4
Understand and use determiners/articles .	Year 4
<p>Use the term "adjective" appropriately and understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> • Identifying adjectives in shared reading. • Discussing and defining what they have in common i.e. words which qualify nouns. • Experimenting with deleting and substituting adjectives and noting the effects on meaning. • Collecting and classifying adjectives, e.g. for colours, 	Year 4
<p>sizes, moods.</p> <p>□ Experimenting with the impact of different adjectives through shared writing.</p>	
<p>Use the term "verb" appropriately and understand the function of verbs in sentences through:</p> <p>□ Noticing that sentences cannot make sense without them</p> <p>Collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble</p>	Year 4
Understand the differences between verbs in the 1st, 2nd, and 3rd person , e.g. I/we do, you do, he/she/does, they do, through	Year 4
<p>Understand and use perfect verbs for time or cause:</p> <p>Present: has _____ (verb, eg has done)</p> <p>Past: had _____ (verb, eg had done)</p> <p>Future: Will have _____ (verb eg will have done)</p>	Year 4

<p>Extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> Constructing adjectival phrases Examining comparative and superlative adjectives Comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold) Relating them to the suffixes which indicate degrees of intensity (e.g. -ish, -er, -est). Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot 	
Standard English.	
Can children	
Ensure grammatical agreement in speech and in writing of pronouns and verbs, e.g. I am, we are.	Year 4

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation.	
Can children	
Understand the need for punctuation as an aid to the reader. E.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.	Year 5
Use commas to clarify meaning/avoid ambiguity.	Year 5
Use commas to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing.	Year 5
Punctuate direct speech using commas and speech marks .	Year 5
Understand and use parenthetical brackets .	Year 5
Understand and use bullet points .	Year 5

Understand and use semi colons . (In its simplest form, as an alternative to a full stop), e.g. I like chocolate; chocolate may be one of the most unhealthy foods on the planet.	Year 5
Understand and use colons . (In its simplest form, to use a colon before a list).	Year 5
Understand and use parenthetical dashes .	Year 5
Understand and use Hyphens : to sub-divide words where two words are used as one (as in sub-divide) OR to mark boundaries between independent clauses as in 'I laughed - it really was funny.'	Year 5
Understand the difference between direct and reported speech (e.g. She said, " I am going" and She said she was going) e.g. through <ul style="list-style-type: none"> Finding and comparing examples from reading. Discussing contexts and reasons for using particular forms and their effects. Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added. 	Year 5
Sentence Structure Can children	
Investigate clauses through: <ul style="list-style-type: none"> Identifying the main clause in a long sentence. Investigating sentences which contain more than one clause Understand how clauses are connected (e.g. by combining 3 short sentences into 1). 	Year 5
Understand and use connectives to link clauses within sentences and to link sentences in longer texts.	Year 5
Understand and use relative clauses : who, which, where, why, whose, that, used as connectives to link in a clause.	Year 5
Understand and use a subjunctive clause . the use of a 'that...' clause and a conditional 'if...' clause are	Year 5
examples of subjunctive clauses.	
Understand and use conditionals . (if, then, might, could, would)	Year 5
Adapt sentence construction to different text types, purposes and readers.	Year 5

Use and understand expanded noun phrases . The fluttering, blue butterflies... The over active dog... The shabby and dirty house... continuing to 'The old man who lived on the hill...' 'The ancient book I had lost...'	Year 5
Investigate word order by examining how far the order of words in sentences can be changed: <ul style="list-style-type: none"> • Which words are essential to meaning • Which can be deleted without damaging the basic meaning. • Which words or groups of words can be moved into a different order. • Identify and understand semantic cohesion. • Identify and understand grammatical cohesion. 	Year 5.
Subject / verb agreement Grammar: Singular / plural noun / tense of verb match	
Word Structure. Can children: -	
Use affixes to convert word classes.	Year 5
Use affixes to change meanings.	Year 5
Parts of Speech. Can children: -	
Understand and use modal verbs or adverbs (can, could, may, might, must, shall, should, will, would 'It can be hard to...' 'You could ask someone...' 'She may be likely to...')	Year 5
Understand and use adverbs . (perhaps, surely).	Year 5
Understand and use adverbs for cohesion.	Year 5
Understand and use the relative pronoun .	Year 5
Ensure that, in using pronouns , it is clear to what or whom they refer.	Year 5
Understand and use determiners/articles* Often a noun needs a word in front of it to make the grammar correct. The most common determiners are 'a', 'an' and 'the'.	Year 5
Identify, understand and use synonyms .	Year 5
Understand and use the term " preposition " appropriately and to understand the function of prepositions in sentences through: <ul style="list-style-type: none"> • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning. 	Year 5
Extend knowledge, understanding and use of verbs , focussing	Year 5

<p>on:</p> <ul style="list-style-type: none"> • Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will • Forms: active, interrogative, imperative □ Person: 1st, 2nd, 3rd. • Identify and classify examples from reading. • Experimenting with transforming tense/form/person in these examples - discuss changes that need to be made and effects on meaning. 	
Identify the subject and object in a sentence.	Year 5
Identify the imperative form in instructional writing and the past tense in recounts. Can children use this awareness when writing for these purposes	Year 5
Standard English. Can children: -	
Understand the basic conventions of standard English and consider when and why standard English is used: <ul style="list-style-type: none"> • agreement between nouns and verbs • consistency of tense and subject • avoidance of double negatives • avoidance of non-standard dialect words 	Year 5

Grammatical Knowledge and Skills (Grammatical awareness, sentence construction and punctuation).	Year Group in which stage would be typically taught
Punctuation. Can children: -	
Understand and use hyphens .	Year 6
Understand and use semi colons .	Year 6
Understand and use colons .	Year 6
Understand and use dashes .	Year 6
Understand and use an Ellipsis .	Year 6
Understand and use bullet points .	Year 6
Sentence Structure Can children: -	
Understand and use the terms " active " and " passive " when referring to verbs , and to be able to apply their knowledge in their own writing <ul style="list-style-type: none"> Transforming a sentence from active to passive and vice-versa. To note and discuss how changes from active to passive affect the word order and sense of a sentence. To investigate further the use of active and passive verbs. To know how sentences can be re-ordered by changing from one to the other. To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator. 	Year 6
Understand the term ' impersonal voice ' and be able to write in this style.	Year 6
Understand the features of informal sentences .	Year 6
Understand the features of formal language , including the subjunctive through, <ul style="list-style-type: none"> Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. "Those wishing to ...", "hereby ...", "forms may be obtained"	Year 6

<p>Revise the language conventions and grammatical features of the different types of text such as:</p> <ul style="list-style-type: none"> • Narrative (e.g. stories and novels) • Recounts (e.g. anecdotes, accounts of observations, experiences) • Instructional texts (e.g. instructions and directions) • Reports (e.g. factual writing, description) • Explanatory texts (how and why) • Persuasive texts (e.g. opinions and promotional literature) • Discursive texts (e.g. balanced arguments) 	Year 6
<p>Investigate connecting words and phrases:</p> <ul style="list-style-type: none"> • Collect examples from reading and thesauruses. • Study how points are typically connected in different kinds of text. • Classify useful examples for different kinds of text - for example, by position (besides, nearby, by); sequence (firstly, secondly); logic (therefore, so, consequently). • Identify connectives which have multiple purposes (e.g. on, under, besides). 	Year 6
<p>Identify, understand and form complex sentences through, □ Using different connecting devices.</p> <ul style="list-style-type: none"> • Reading back complex sentences for clarity of meaning, and adjusting as necessary. • Evaluating which links work best. • Identifying main clauses. • Using appropriate punctuation. 	Year 6
Secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.	Year 6
Identify the subject in sentences.	Year 6
Identify the object in sentences.	Year 6
Understand and use the term elision . The omission of one or more sounds (such as a <u>vowel</u> , a <u>consonant</u> , or a whole <u>syllable</u>) in a word or phrase.	Year 6
Word Structure. Can children: -	
Identify and understand formal vocabulary.	Year 6
Identify and understand informal vocabulary.	Year 5
Parts of Speech. Can children: -	

Become aware of **conditionals** through:

- Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition.
- Using these forms to construct sentences which express, e.g. possibilities, hypotheses.
- Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future).

Year 6