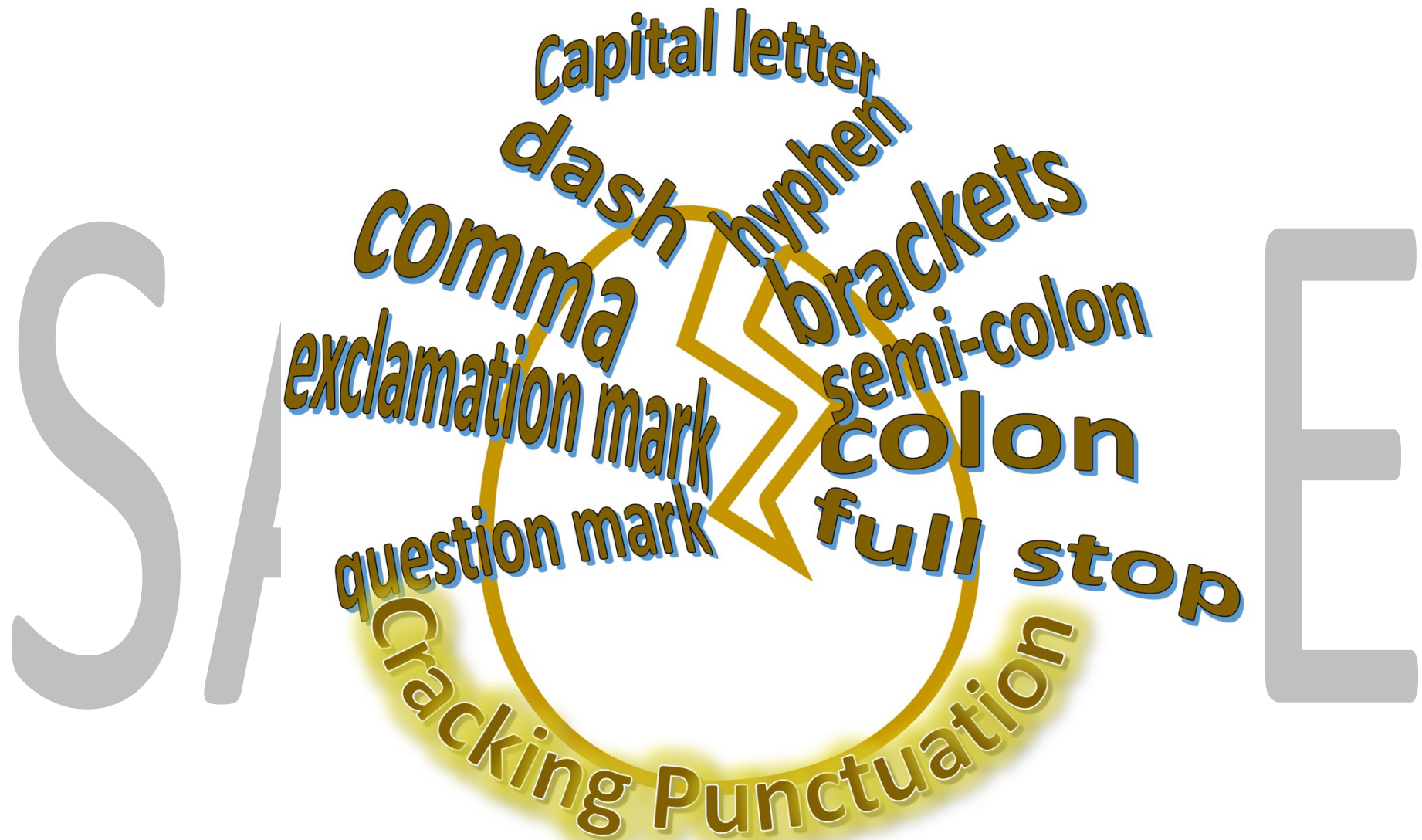




Punctuation Development

This document is designed to support and guide staff in delivering the grammar expectations from the National Curriculum appendix 2.

Many English leaders are using this document with staff across school to support subject knowledge and ensuring that the grammar concepts from Appendix 2 are consolidated and understood.

Extract from the introduction to Appendix 2:

The appendix focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The appendix shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding.

As this is stated in the National Curriculum, teachers should ensure prior learning is secure before introducing new grammar concepts. Year group by year group, this document identifies the new concept to be introduced in that year group (coloured green on the right-hand side) and prior learning that should be secure (coloured yellow on the left hand side).

Within the suggested teaching approaches, there is also the focus on the grammar understanding of the words that are the focus of the sessions. Therefore, the words have been colour coded in the sessions to show their function in sentences (see 8-word class sheet that follows). If a word can function in a variety of ways, it has been left without colour to indicate so.

8-word classes

Noun - a name given to people, places, things, events, qualities and ideas	Verb - is a 'doing' or 'being' ('being' - am, is, are, was, were, have, has, had) word
Determiner - specify a noun a, an, the this, that, those my, your, his some, every	Adjective - give more information about pronouns and nouns
Pronoun - replace nouns I, you, he, she, it, me, him, her, we, they, us, them possessive pronoun – mine, his/hers, yours, ours, theirs relative pronoun – who, that, which, where, when, whose	Adverb - give extra meaning to a verb, adjective, another adverb or a whole sentence time – now, then, yesterday manner – slowly, hard, quietly place – outside, everywhere degree – very, quite, really
Preposition - show time (at midnight/during the film/on Friday) - position (at the station/in a field) - direction (to the station/over a fence) - relationship (with me, for the day) - cause/reason(because of, in spite of. instead of, due to)	Conjunction <u>Coordinating</u> - join words, phrases or clauses that are of equal status – and, but, so, or <u>Subordinating</u> - join clauses that are not of equal status - because, if, although, since, before, as, while, whenever, once, when, after

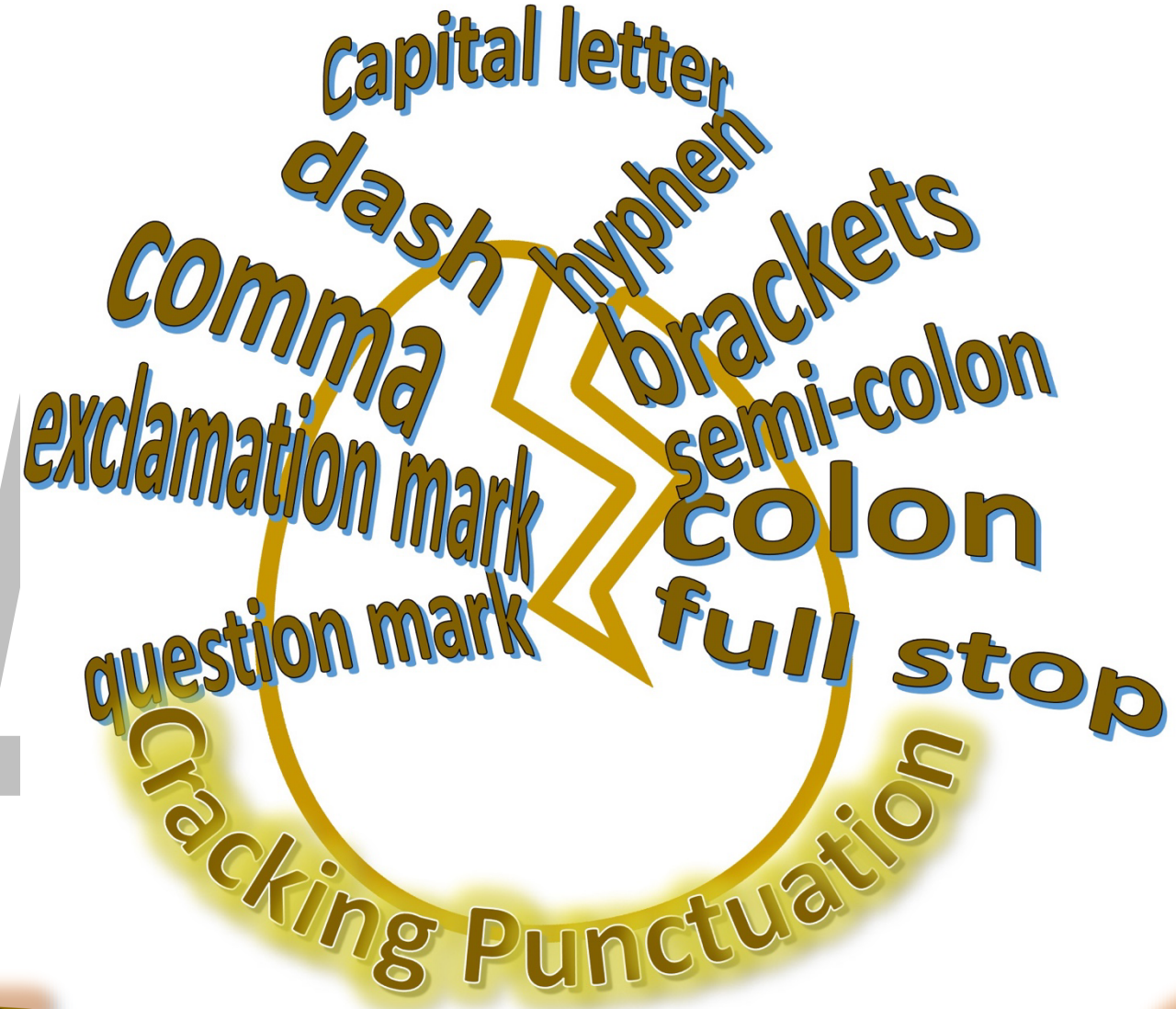
SP/EE Year 1



Earlier content from EYFS – ELG, using practical activities to consolidate	Year group 1 Grammar concept	Introducing the new learning for Year 1
ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. What is a word? A group of sounds represented by letters that has a meaning.	Capital letters for names (proper nouns). From POS transcription: Name the letters of the alphabet. • naming the letters of the alphabet in order. • using letter names to distinguish between alternative spellings of the same sound. Form capital letters.	Reinforcing the understanding that for reading we use letter sounds but these also have letter names that can help with our spelling. Whether lower case or upper case, the letter has a sound and a name. Upper case letters are CAPITAL LETTERS but they have sounds and names. Familiarisation with the alphabet and forming upper case letters is essential to this concept. Display names of the children, familiar people and places and show how they start with a capital letter. This shows that these are ‘special names’ (proper nouns). Writing their own name, their friends’ names, their family’s names etc with a capital letter.

Earlier content from EYFS – ELG, using practical activities to consolidate	Year group 1 Grammar concept	Introducing the new learning for Year 1												
ELG - Write simple phrases and sentences that can be read by others. What is a word? A group of sounds represented by letters that has a meaning. What is a sentence (clause)? A group of words - somebody/something doing/being.	Capital letters for the personal pronoun I .	Create sentences that include the personal pronoun ‘I’. At the start of a sentence and in the middle. What do they notice about the letter I? It is a capital letter at the start of a sentence and in the middle. <table><tr><td>I</td><td>go</td><td>to</td><td>school</td><td>on</td><td>Monday.</td></tr><tr><td>On</td><td>Monday</td><td>I</td><td>go</td><td>to</td><td>school.</td></tr></table> Children re-read including punctuation as in previous capital letter and full stop. Dictate sentences that include the personal pronoun I at the beginning of the sentence and in the middle.	I	go	to	school	on	Monday.	On	Monday	I	go	to	school.
I	go	to	school	on	Monday.									
On	Monday	I	go	to	school.									

SP Cracking Punctuation Year 3



capital letter
dash hyphen
brackets
semi-colon
colon
full stop
question mark
exclamation mark
comma

Cracking Punctuation

Earlier content from Year 1 and 2, using practical activities to consolidate	Year group 3 Grammar concept	Introducing the new learning for Year 3
Upper case letters are CAPITAL LETTERS but they have sounds and names. What is a sentence (clause)? A group of words - somebody/something doing/being. This understanding is crucial for children to understand that a capital letter starts a sentence and a full stop ends a sentence and separates it from the next sentence. When do we use a full stop? To indicate the end of one sentence. As well as full stops, sentences can be demarcated in different ways. Question mark or an exclamation mark. Demonstrate how to transcribe a question mark and exclamation mark. What is a comma? Demonstrate how to transcribe a comma. Commas can be used to separate words, phrases and clauses that are listing.	Introduction to inverted commas to punctuate direct speech.	Direct speech shows the actual words spoken by a character. The words spoken are enclosed by a pair of inverted commas. Demonstrate how to transcribe inverted commas. Start with a picture book and add speech bubbles to what the characters might say.  We have caught the Iron man. Demonstrate writing this as direct speech. Who is saying this? The farmers. “We have caught the Iron man,” said the farmers. Explain the use of punctuation. The spoken words are started by opening inverted commas. The spoken words in the sentence are started with a capital letter. A comma is inserted to separate the spoken words from the reporting clause (who is saying the spoken words) before closing the inverted commas. The 's' on said is lower case on the reporting clause. A full stop ends the reporting clause. Demonstrate writing this if the farmers were shouting this. “We have caught the Iron man!” said the farmers. Explain the use of the punctuation. The spoken words are started by opening inverted commas. The spoken words in the sentence are started with a capital letter. An exclamation mark is inserted to emphasise the spoken words and separate the spoken words from the reporting clause (who is saying the spoken words) before closing the inverted commas. The 's' on said is lower case on the reporting clause. A full stop ends the reporting clause.