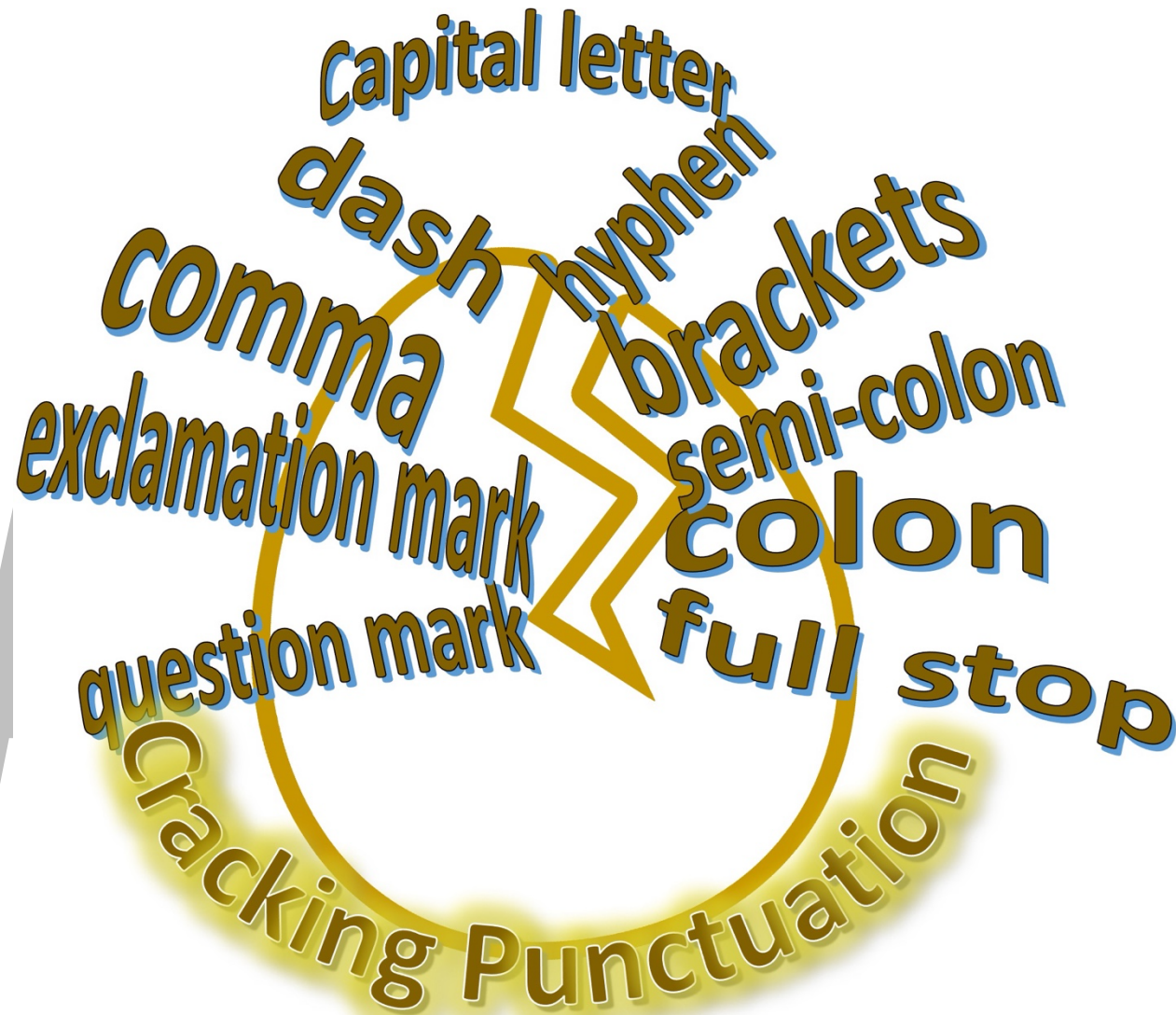


S/



E

# 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

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

S

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

E

Year 1

Earlier content from EYFS – ELG, using practical activities to consolidate	Year group 1 Grammar concept	Introducing the new learning for Year 1
<p><b>ELG - Write simple phrases and sentences that can be read by others.</b></p> <p><b>What is a word? A group of sounds represented by letters that has a meaning.</b></p> <p><b>What is a phrase? A group of words usually without doing/being.</b></p> <p><b>What is a sentence (clause)? A group of words - somebody/something doing/being.</b></p>	<p>Separation of <b>words</b> with spaces.</p>	<p><b>Recap –</b></p> <p><b>What is a word? A group of sounds represented by letters that has a meaning.</b></p> <p><b>What is a phrase? A group of words usually without doing/being.</b></p> <p><b>What is a sentence (clause)? A group of words - somebody/something doing/being.</b></p> <p><b>The words need a space between them otherwise it becomes all one word – may refer to as ‘finger spaces’.</b></p> <p><b>Using words cards/post-its to build sentences that clearly show a gap between the words.</b></p> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">We</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">play</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">in</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">the</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">sand.</div> </div>