Grammar, punctuation and spelling progression document

Reception knowledge and skills

- Listen for the sounds in words and write the sounds they hear
- Think about what to write
- Check writing makes sense

Terminology

Word
Sentence
Letter
Capital letter
Lower case letter
Full stop
Finger space

Y1 knowledge and skills

- Segment words for spelling
- Start sentences with a capital letter and end sentences with a full stop
- Join sentences using 'and'
- Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'
- Re-read writing to check it makes sense

Begin to teach question marks and exclamation marks

Terminology

Word
Sentence
Letter
Capital letter
Full stop
Punctuation

Singular
Plural
Question mark
Exclamation mark

Y2 knowledge and skills

- Spell high frequency words correctly
- Start sentences with a capital letter and end sentences with a full stop, question mark or exclamation mark
- Use adjectives to expand noun phrases
- Use commas to separate items in a list
- Use subordination (using *when*, *if*, *that* or *because*)
- Use co-ordination (using *or, and* or *but*) - in the draft KS1 grammar test, this is called a joining word
- Use apostrophes to mark where letters are missing in spelling
- Use sentences with different forms: statement, question, exclamation, command
- Use the present and past tense correctly and consistently including the progressive form
- Read writing to a partner to check it makes sense

New terminology

Verb
Tense – past and present
Adjective
Adverb
Noun
Noun phrase

Noun phrase is a wider term than 'noun'. It can refer to a single noun *(money)*, a pronoun *(it)* or a group of words
that functions in the same way as a noun in a sentence, for example:
a lot of money
my younger sister
a new car
the best team in the world

Suffix
Apostrophe
Comma
Compound

A **compound sentence** is two simple sentences that are joined with a conjunction, for example:
It was raining but it wasn't cold.
I went to the shop and I bought some sweets.

Statement - *The film started on time.*
Question - *How long does the film last?*
Exclamation – *"I love this film !"*
Command - *Switch it off.*

Progressive form *is looking, was looking, will be looking*

Y3 knowledge and skills

- Spell correctly, using knowledge of word families and a dictionary to check the spelling of more difficult words
- Start your sentences with a capital letter and end your sentences with a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, *e.g. when, if, because, although*
- Express time, place and cause using conjunctions (e.g. *when, before, after, while, so, because),* adverbs (e.g. *then, next, soon, therefore)*, or prepositions (e.g. *before, after, during, in, because, of)*
- Use the present perfect forms of verbs instead of the simple past tense

e.g. 'he went out to play' becomes 'he has gone out to play'

- Group related ideas together in paragraphs
- Use headings and sub-headings

Begin to teach inverted commas to punctuate direct speech

Terminology

Word family
Conjunction

A conjunction is a word used to link **clauses** within a sentence. For example, in the following sentences, *but* is a conjunction:
It was raining but it wasn't cold.

Adverb

Preposition
Direct speech

Inverted commas (or speech marks)
In **direct speech**, we use the speaker's original words (as in a speech bubble). In text, inverted commas (speech marks) mark the beginning and end of direct speech:
Helen said, 'I'm going home'.
'What do you want?' I asked.

Consonant
Consonant letter
Vowel
Vowel letter
Prefix
Clause
Subordinate clause

A **clause** is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*)**.**

Note how a clause differs from a **phrase**:
a big dog (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it)
a big dog chased me (a clause - the dog did something)

A sentence is made up of one or more clauses:
It was raining (one clause)
It was raining and we were cold. (two main clauses joined by *and*)
It was raining when we went out. (main clause containing a subordinate clause - the subordinate clause is underlined)

A main clause is complete on its own and can form a complete sentence (eg *It was raining.*).

A subordinate clause(*when we went out*) is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are underlined:

You'll hurt yourself if you're not careful.
Although it was cold, the weather was pleasant enough.
Where are the biscuits (that) I bought this morning?
John, who was very angry, began shouting.
What you said was not true.
Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb *be*
can be understood. For example:
The weather, although rather cold, was pleasant enough.
(= although it was rather cold)
When in Rome, do as the Romans do.
(= when you are in Rome)
Glad to be home, George sat down in his favourite armchair.

(= he was glad to be home)

Y4 knowledge and skills

- Spell correctly, using a dictionary to check the spelling of more difficult words
- Start sentences with a capital letter and end your sentences with a full stop, question mark or exclamation mark
- Use inverted commas and other punctuation to indicate direct speech

e.g. The conductor shouted, "Sit down!"

- Use apostrophes to mark singular and plural possession

e.g. The girl's name, the girls' names)

- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases

e.g. 'The teacher' expanded to : 'The strict maths teacher with curly hair.'

- Use fronted adverbials with commas at the beginning of your sentences
- Begin to open paragraphs with topic sentences which introduce the theme of the paragraph
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Terminology

Pronoun
Possessive pronoun

There are several kinds of **pronoun**, including:
personal pronouns
I/me, *you*, *he/him*, *she/her*, *we/us*, *they/them*, *it*
I like him. They don't want it.

possessive pronouns
mine, *yours*, *his*, *hers*, *ours*, *theirs*, *its*
Is this book yours or mine?

reflexive pronouns
myself, *herself*, *themselves* etc

I hurt myself. Enjoy yourselves!

indefinite pronouns
someone, anything, nobody, everything etc
Someone wants to see you about something.

interrogative pronouns
who/whom, whose, which, what
Who did that? What happened?

relative pronouns
who/whom, whose, which, that
The person who did that … The thing that annoyed me was …

Many **determiners** can also be used as pronouns, including *this/that/these/those* and the quantifiers (*some, much*
etc). For example:
These are mine.
Would you like some?

Pronouns often 'replace' a noun or noun phrase and enable us to avoid repetition:
I saw your father but I didn't speak to him. (= your father)
'We're going away for the weekend.' 'Oh, are you? That's nice.' (= the fact you're going away)

Adverbial

An **adverbial phrase** is a group of words that functions in the same way as a single adverb.
For example: *by car, to school, last week, three times a day, first of all, of course:*

They left yesterday. (adverb)	*She looked at me strangely.* (adverb)
They left a few days ago. (adverbial phrase)	*She looked at me in a strange way.*(adverbial phrase)

Similarly, an **adverbial clause** functions in the same way as an adverb. For example:

It was raining yesterday. (adverb)
It was raining when we went out. (adverbial clause).

Determiner

Determiners include many of the most frequent English words, eg *the, a, my, this*.

Determiners are used with nouns (*this book, my best friend, a new car*) and they limit (ie determine) the reference of the noun in some way.

Determiners include:

articles *a/an, the*

demonstratives *this/that, these/those*

possessives *my/your/his/her/its/our/their*

quantifiers *some*, *any*, *no*, *many*, *much*, *few*, *little*, *both*, *all*, *either*, *neither*, *each*, *every*, *enough*

numbers *three*, *fifty*, *three thousand* etc

some question words *which* (*which car?*), *what* (*what size?*), *whose* (*whose coat?*)

When these words are used as determiners, they are followed by a noun (though not necessarily immediately):
this book is yours
some new houses
which colour do you prefer?

Many determiners can also be used as **pronouns.** These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun - their reference includes the noun:
This is yours. (= this book, this money, etc)
I've got some.
which do you prefer?

Y5 knowledge and skills

- Spell correctly using a range of strategies
- Use brackets, dashes or commas to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity

A comma is a punctuation mark used to help the reader by separating parts of a sentence

In particular we use commas:

to separate items in a list (but not usually before *and*):
My favourite sports are football, tennis, swimming and gymnastics.
I got home, had a bath and went to bed.
to mark off extra information:

Jill, my boss, is 28 years old.

after a subordinate **clause** which begins a sentence:
Although it was cold, we didn't wear our coats.

with many connecting **adverbs** (eg *however*, *on the other hand*, *anyway*, *for example*):
Anyway, in the end I decided not to go.

to punctuate direct speech
The conductor shouted, "Sit down !"

- Use relative clauses with commas to add extra information to your sentences
- Use expanded noun phrases to convey complicated information **concisely**

- Use an adverbial phrase with a comma at the beginning of your paragraph to link it with the previous paragraph
- Indicate degrees of possibility using adverbs (e.g. *perhaps, surely)* or modal verbs (e.g. *might, should, will, must)*

Terminology

Relative clause

A **relative clause** is one that defines or gives information about somebody or something.

Relative clauses typically begin with relative pronouns *(who/whom/whose/which/that):*
Do you know the people who live in the house on the corner? (defines *'the people')*
The biscuits (that) Tom bought this morning have all gone. (defines *'the biscuits')*
Our hotel, which was only two minutes from the beach, was very nice. (gives more information about the hotel)

Modal verb

The **modal verbs** are:
can/could
will/would
shall/should
may/might
must/ought

Relative pronoun

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Parenthesis
Bracket
Dash

A **parenthesis** is a word or phrase inserted into a sentence to explain or elaborate. It may be placed in brackets or between **dashes** or **commas**:
Sam and Emma (his oldest children) are coming to visit him next weekend.
Margaret is generally happy — she sings in the mornings! — but responsibility weighs her down.
Sarah is, I believe, our best student.

The term parentheses can also refer to the brackets themselves.

Cohesion

The term **cohesion** refers to the grammatical features in a text which enable the parts to fit together. One way of creating cohesion is the use of **connectives**:
I sat down and turned on the television. Just then, I heard a strange noise.

The phrase *'just then'* relates these events in time.

Cohesion is also achieved by the use of words (such as **pronouns**) that refer back to other parts of the text. In these examples, such words are underlined:
There was a man waiting at the door. I had never seen <u>him</u> before.
We haven't got a car. We used to have <u>one</u>, but we sold it.
I wonder whether Sarah will pass her driving test. I hope <u>she does</u>. (= I hope Sarah passes her driving test)

Ambiguity

Ambiguity is a phrase or statement which has more than one possible interpretation. This sometimes arises from unclear grammatical relationships. For example, in the phrase:
'police shot man with knife', it is not specified whether the man had the knife or the police used the knife to shoot the man. Both interpretations are possible, although only one is logical.

Y6 knowledge and skills

- Spell correctly using a range of strategies
- Use bullet points to list information with the correct punctuation
- Use a colon to introduce a list
- Use a semi-colon, colon and dash to mark the boundary between independent clauses

  e.g. It's raining; I'm fed up

- Use hyphens to avoid ambiguity

  e.g. 'man eating shark' versus 'man-eating shark' or 'recover' versus 're-cover

- Use of the passive

  e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken'

- Link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrases, grammatical connections (e.g. *the use of*

adverbials such as 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis
- Use layout devices, such as headings, sub-heading, columns, bullets, or tables, to structure text
- Use formal/informal structures where appropriate

e.g. 'He's your friend, isn't he ?' or the use of subjunctive forms such as 'If I were . . .' or 'Were they to come . . .' in some very formal writing and speech

Terminology

Active and passive

Many verbs can be **active** or **passive**. For example, *bite*:
The dog bit Ben. (active)
Ben was bitten by the dog. (passive)

In the active sentence, the subject *(the dog)* performs the action. In the passive sentence, the subject *(Ben)* is on the receiving end of the action. The two sentences give similar information, but there is a difference in focus. The first is about what the dog did; the second is about what happened to Ben.

All passive forms are made up of the verb *be* + past **participle**:
active   *Somebody saw you.*
                We must find them.
                I have repaired it.

passive   *You were seen.*
                They must be found.
                It has been repaired.

In a passive sentence, the 'doer' (or agent) may be identified using *by ...*:
Ben was bitten by the dog.

But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified:
The computer has been repaired.

Passive forms are common in impersonal, formal styles. For example:
It was agreed that ... (compare *We agreed that* ...).
Application forms may be obtained from the address below.

Subject and object

In the sentence *John kicked the ball,* the **subject** is *'John'*, and the **object** is *'the ball'*.

The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action. In declarative sentences (statements), the subject normally goes before the verb; the object goes after the verb.

Some verbs (eg *give*, *show*, *buy*) can have two objects, indirect and direct. For example:
She gave the man some money.
Here, *'some money'* is the direct object (= what she gave). *'The man'* is the indirect object (= the person who receives the direct object).

When a verb has an object, it is transitive, eg *find a job*, *like chocolate*, *lay the table*. If it has no object, it is intransitive(eg *go*, *talk*, *lie*).

Hyphen

A **hyphen** is sometimes used to join the two parts of a **compound** noun, as in *golf-ball* and *proof-read*. But it is much more usual for such compounds to be written as single words (eg *football, headache, bedroom*) or as separate words without a hyphen (*golf ball, stomach ache, dining room, city centre*).

However, hyphens are used in the following cases:

a. in compound adjectives and longer phrases used as modifiers before nouns:
a foul-smelling substance
a well-known painter
a German-English dictionary
a one-in-a-million chance
a state-of-the-art computer
a ten-year-old girl

b. in many compound nouns where the second part is a short word like *in, off, up* or *by*:
a break-in
a write-off
a mix-up
a passer-by
Part 3, Section 7
c. in many words beginning with the prefixes *co-, non-* and *ex-:*
co-operate
non-existent
ex-husband

Hyphens are also used to divide words at the end of a line of print.

Antonym
Synonym
Colon
Semi-colon
Bullet points
Ellipsis