



**SHIRE OAK**  
C of E (VC) Primary School

## **English Curriculum**

*September 2014*

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## Writing: Composition

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Develop <b>positive attitudes</b> towards and stamina for writing by writing: <ul style="list-style-type: none"> <li>• narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>				
Represent their thoughts and feelings through <b>role play</b> and <b>stories</b> . (ELG)	<b>Plan writing</b> Say out loud what they are going to write about.	<b>Plan writing</b> Plan or say out loud what they are going to write about.  Write down ideas and/or key words, including new vocabulary.	<b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		<b>Plan writing</b> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing.</li> <li>• Select the appropriate form and use other similar writing as models for their own.</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li> </ul>	
	<b>Drafting and redrafting</b> <b>Compose a sentence orally</b> before writing it.		<b>Drafting and redrafting</b> <b>Compose and rehearse sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.		<b>Drafting and redrafting</b> Select appropriate grammar and vocabulary, <b>understanding how such choices can change and enhance meaning</b> .	
	Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence</b> .	Organise <b>paragraphs</b> around a theme.		Use a wide range of devices to build cohesion with and across <b>paragraphs</b> . Précising longer passages.	

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop <b>narratives</b> orally by connecting ideas or events. (ELG)			In <b>narratives</b> , create <b>settings, characters</b> and <b>plot</b> .		In <b>narratives</b> , describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	
Develop <b>explanations</b> orally by connecting ideas or events. (ELG)			In <b>non-narrative</b> material, using simple organisational devices - <b>headings</b> and <b>sub-headings</b> .		Use further organisational and presentational devices to structure text and guide the reader - <b>headings, bullet points, underlining</b> .	
		Make simple <b>additions, revisions and corrections</b> to their own writing by: <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>	<b>Evaluate and edit</b> by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>	<b>Evaluate and edit</b> by: <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing.</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>		
	<b>Re-read</b> what they have written to check that it makes sense.	<b>Proof-read</b> to check for errors in spelling, grammar and punctuation.	<b>Proof-read</b> for spelling and punctuation errors.		Proof-read for spelling and punctuation errors.	
Write simple sentences which can <b>be read by themselves and others</b> . (ELG)	<b>Discuss</b> what they have written with the teacher or other pupils. <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<b>Read aloud</b> what they have written with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	

### Writing Composition: Text types

Rec	Year 1 70% sentence level 30% text	Year 2 70% sentence level 30% text	Year 3 60% sentence level 40% text	Year 4 50% sentence level 50% text	Year 5 60% text level 40% sentence	Year 6 70% text level 30% sentence
<ul style="list-style-type: none"> <li>▪ Writes own name and other things such as labels, captions. (40-60+ months)</li> <li>▪ Write short sentences in meaningful contexts. (40-60+ months)</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Narrative inc. adventure stories, traditional stories.</b></li> <li>▪ <b>Poetry inc. limericks and riddles.</b></li> <li>▪ <b>Recount inc. explanation at sentence level</b></li> <li>▪ <b>Instructions</b></li> <li>▪ <b>Report inc. labels and lists, information texts</b></li> <li>▪ <b>Caption</b></li> <li>▪ <b>Message</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative inc adventure stories, traditional stories, <b> fables and parables.</b></li> <li>▪ Poetry inc limericks and riddles, <b> shape poems and acrostics.</b></li> <li>▪ Recount inc explanation at sentence level</li> <li>▪ Instructions</li> <li>▪ Report inc labels and lists, information texts</li> <li>▪ <b>Notes</b></li> <li>▪ Caption</li> <li>▪ Message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative inc adventure stories, <b> myths and legends,</b> traditional stories, fables and parables.</li> <li>▪ Poetry inc <b> simile, metaphor, onomatopoeia,</b> limericks and riddles, shape poems and acrostics.</li> <li>▪ Recount inc explanation at sentence level</li> <li>▪ Instructions</li> <li>▪ <b>Script</b></li> <li>▪ <b>Non-chronological report inc explanation</b></li> <li>▪ <b>Letter</b></li> <li>▪ <b>Persuasion inc opinions</b></li> <li>▪ <b>Review e.g. books</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative inc adventure stories, <b> mystery stories, myths and legends,</b> traditional stories.</li> <li>▪ Poetry inc simile, metaphor, onomatopoeia, limericks and riddles, shape poems and acrostics</li> <li>▪ Recount inc explanation at sentence level</li> <li>▪ Instructions</li> <li>▪ Script</li> <li>▪ Non-chronological report inc explanation</li> <li>▪ Letter</li> <li>▪ Persuasion inc opinions</li> <li>▪ Review e.g. books</li> <li>▪ <b>News reports/journalistic writing</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative inc adventure stories, mystery stories, <b> historical stories,</b> myths and legends.</li> <li>▪ Poetry inc simile, metaphor, onomatopoeia, <b> haiku and cinquain.</b></li> <li>▪ <b>Recount with focus on explanation</b></li> <li>▪ Instructions</li> <li>▪ Script</li> <li>▪ Non-chronological report inc explanation</li> <li>▪ Letter</li> <li>▪ <b>Promotion</b></li> <li>▪ Persuasion inc opinions</li> <li>▪ Review and <b>commentary</b> e.g. books</li> <li>▪ News reports/journalistic writing</li> <li>▪ <b>Discussion/ debates</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Narrative inc adventure stories, mystery stories, <b> suspense stories,</b> historical stories.</li> <li>▪ Poetry inc simile, metaphor, onomatopoeia, haiku and cinquain.</li> <li>▪ Recount with focus on explanation</li> <li>▪ Instructions</li> <li>▪ Script</li> <li>▪ Non-chronological report inc explanation</li> <li>▪ Letter</li> <li>▪ Promotion</li> <li>▪ Persuasion inc opinions</li> <li>▪ Review and commentary e.g. books</li> <li>▪ News report/journalistic writing</li> <li>▪ Discussion/ debate <b>inc balanced argument</b></li> </ul>

**NB. The framework is cumulative so that children are able to write a wider range of text types over time. Those text types in bold are newly introduced in that year group.**

### Reading: Word Reading

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. (ELG)	Apply <b>phonic knowledge</b> and skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				
	Respond speedily with the correct sound to <b>graphemes</b> (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
Read some common irregular words. (ELG)	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words <b>containing taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.	Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.		
	Read other <b>words of more than one syllable</b> that contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
	Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, when they have been frequently encountered <b>without overt sounding and blending</b> .				
	<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
	Re-read these books to build up their <b>fluency and confidence</b> in word reading.	Re-read these books to build up their <b>fluency and confidence</b> in word reading.				



## Reading: Comprehension

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they read by:	
Children <b>listen to stories</b> , accurately anticipating key events. (ELG)	<b>Listening</b> to and <b>discussing</b> a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<b>Listening</b> to, <b>discussing</b> and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to <b>read and discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences.					
		Discussing <b>the sequence of events</b> in books and how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly <b>familiar</b> with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.	
	Recognising and joining in with <b>predictable phrases</b> .	Recognising <b>simple recurring literary language</b> in stories and poetry.				
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing their favourite <b>words and phrases</b> .	Discussing <b>words and phrases</b> that capture the reader's interest and imagination.		Discuss and evaluate how authors <b>use language</b> , including figurative language, considering the impact on the reader.	
		Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.				
			Identifying <b>themes and conventions</b> in a wide range of books.		Identifying and discussing <b>themes and conventions</b> in and across a wide range of writing.	
					Making <b>comparisons</b> within and across books.	
			Recognising some <b>different forms of poetry</b> (for example, free verse, narrative poetry).			
	Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of <b>poetry</b> by heart. Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
		Being introduced to non-fiction books that are structured in different ways.				



## Reading: Comprehension<sup>2</sup>

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read and <b>understand</b> simple sentences. (ELG)	<b>Understand</b> both the books <b>they can already read accurately and fluently</b> and those they listen to by:	<b>Understand</b> what they read, in <b>books they can read independently</b> , by:	<b>Understand</b> what they read, in <b>books they can read independently</b> , by:	<b>Understand</b> what they read by:	<b>Understand</b> what they read by:	<b>Understand</b> what they read by:
	Drawing on <b>what they already know</b> or on background information and vocabulary provided by the teacher.	Drawing on <b>what they already know</b> or on background information and vocabulary provided by the teacher.				
	Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them, discussing their understanding and explaining the meaning of words in context.	Checking that the book <b>makes sense</b> to them, discussing their understanding and exploring the meaning of words in context.		
	Discussing the significance of the title and events.					
	Making <b>inferences</b> on the basis of what is being said and done.	Making <b>inferences</b> on the basis of what is being said and done.	Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		
	<b>Predicting</b> what might happen on the basis of what has been read so far.	<b>Predicting</b> what might happen on the basis of what has been read so far.	<b>Predicting</b> what might happen from details stated and implied.	<b>Predicting</b> what might happen from details stated and implied.		
		Answering and asking <b>questions</b> .	Asking <b>questions</b> to improve their understanding of a text.	Asking <b>questions</b> to improve their understanding.		
				Provide reasoned justifications for their views.		
			Identifying <b>main ideas</b> drawn from more than one paragraph and summarising these.	Summarising the <b>main ideas</b> drawn from more than one paragraph, identifying key details that support the main ideas.		
			Identifying how <b>language, structure, and presentation</b> contribute to meaning.	Identifying how <b>language, structure and presentation</b> contribute to meaning.		
			Retrieve and record information from <b>non-fiction</b> .	Retrieve, record and present information from <b>non-fiction</b> .		
				Distinguish between statements of <b>fact and opinion</b> .		
	Participate in <b>discussion</b> about what is read to them, taking turns and listening to what others say.	Participate in <b>discussion</b> about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussions</b> about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.		
Demonstrate <b>understanding</b> when talking to others about what they have read. (ELG)	Explain clearly their <b>understanding</b> of what is read to them.	Explain and discuss their <b>understanding</b> of books, poems and other material, both those that they listen to and those that they read for themselves.		Explain and discuss their <b>understanding</b> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.		



## Spoken Language

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively in a range of situations. (ELG)	Listen and respond appropriately to adults and peers.		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		Gain, maintain and monitor the interest of the listener(s).	
Respond to what they hear with relevant comments, questions or actions. (ELG)						
Give their attention to what others say and respond appropriately, while engaged in another activity. (ELG)						
Follow instructions involving several ideas or actions. (ELG)						
<b>Answer</b> how and why <b>questions</b> about their experiences and in response to stories or events. (ELG)	<b>Ask</b> relevant <b>questions</b> to extend their understanding and knowledge.	<b>Articulate</b> and <b>justify</b> answers, arguments and opinions.	Give <b>well-structured</b> descriptions, explanations and narratives for different purposes, including for expressing feelings.		Consider and evaluate different <b>viewpoints</b> , attending to and building on the contributions of others.	
<b>Express themselves</b> effectively, showing awareness of listeners' needs. (ELG)			Use spoken language to <b>develop understanding</b> through speculating, hypothesising, imagining and exploring ideas.			
Play cooperatively as part of a group to <b>develop and act out a narrative</b> . (40-60+ months)  <b>Confident</b> to speak in a familiar group. (ELG)	Participate in <b>role play</b> .	Participate in <b>performances</b> .	Participate in <b>discussions</b> and <b>presentations</b> .  Speak <b>audibly</b> and <b>fluently</b> with an increasing command of standard English.		Participate in <b>improvisations</b> and <b>debates</b> .  Select and use <b>appropriate registers</b> for effective communication.	
		Use relevant strategies to build their <b>vocabulary</b> .				

## Handwriting

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handle tools and equipment effectively, including pencils for writing. (ELG)	<b>Sit</b> correctly at a table, holding a pencil comfortably and correctly.					
Uses a pencil to form recognisable letters, most of which are correctly formed. (40-60+ months)	Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another.				
		Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes that are needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.			
	Form <b>capital letters</b> .	Write <b>capital letters</b> of the correct size, orientation and relationship to one another and to lower case letters.				
		Use <b>spacing</b> between words that reflects the size of the letters.				
	Form <b>digits</b> 0-9	Write <b>digits</b> of the correct size, orientation.				
	Understand which letters belong to which handwriting ' <b>families</b> ' (letters that are formed in similar ways) and practise these.					
			Increase the <b>legibility, consistency</b> and <b>quality</b> of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write <b>legibly, fluently</b> and with increasing <b>speed</b> and personal style by: <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>		

Writing: Punctuation and Grammar							
Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Terminology to be introduced (Also see school guide to terms used)</b>	<ul style="list-style-type: none"> <li>• Word</li> <li>• Noun</li> <li>• Simple sentence</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Singular/plural</li> <li>• Adjective</li> <li>• Verb</li> <li>• Connective</li> <li>• Capital letter</li> <li>• Full stop</li> <li>• Punctuation</li> <li>• Question Mark</li> <li>• Exclamation Mark</li> </ul>	<ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Adverb</li> <li>• Tense (past, present, future)</li> <li>• Common noun/proper noun</li> <li>• Phrase</li> <li>• Adjectival phrase</li> <li>• Noun phrase</li> <li>• Statement</li> <li>• Command</li> <li>• Compound sentence</li> <li>• Suffix</li> <li>• Apostrophe</li> <li>• Comma</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Sub-division of connectives e.g. conjunction, time, causal</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Adverbial phrase</li> <li>• Determiner</li> <li>• Word family</li> <li>• Direct speech (including inverted commas for speech marks)</li> <li>• Prefix</li> <li>• Vowel</li> <li>• Consonant</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive pronoun</li> <li>• Determiner pronoun</li> <li>• Complex sentence</li> <li>• Synonym</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Abstract noun/concrete noun</li> <li>• Relative clause</li> <li>• Relative pronoun</li> <li>• Antonym</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Dash</li> <li>• Cohesion</li> <li>• Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Object</li> <li>• Active/passive voice</li> <li>• Hyphen</li> <li>• Ellipsis</li> <li>• Colon</li> <li>• Semi-colon</li> </ul>
Sentence Structure	Use past, present and future forms accurately when talking about events (ELG).	<ul style="list-style-type: none"> <li>▪ How words can combine to make sentences</li> <li>▪ Joining words and joining sentences using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subordination (using when, if, that, because) and coordination (using or, and, but)</li> <li>▪ Expanded noun phrases for description and specification</li> <li>▪ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expressing time, place and cause using conjunctions, adverbs or prepositions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>▪ Fronted adverbials (e.g. Later that day, I heard bad news)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relative clauses beginning with who, which, where, why, whose, that or an omitted relative pronoun</li> <li>▪ Indicating degrees of possibility using adverbs or modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of the passive voice to affect the presentation of information in a sentence</li> <li>▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as question tags like 'isn't he?' and use of the subjunctive like 'Were they to...')</li> </ul>

### Writing: Punctuation and Grammar (cont)

Year	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure	Write simple sentences which can be read by themselves and others (ELG).	<ul style="list-style-type: none"> <li>▪ Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Correct choice and consistent use of the present tense and past tense throughout writing</li> <li>▪ Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to paragraphs as a way to group related material</li> <li>▪ Headings and sub headings to aid presentations</li> <li>▪ Use of the present perfect form of verbs instead of the simple past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use paragraphs to organise ideas around a theme</li> <li>▪ Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devices to build cohesion within a paragraph</li> <li>▪ Linking ideas across paragraphs using adverbs/adverbial phrases of time, place and number.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linking ideas across paragraphs using a wider range of cohesive devices, repetition of word or phrase, grammatical connections (such as adverbial phrases like 'on the other hand') and ellipsis.</li> <li>▪ Layout devices, such as headings, sub-headings, columns, bullets and tables to structure text.</li> </ul>
Punctuation	Show an awareness of capital letters, full stops and spaces between words (ELG).	<ul style="list-style-type: none"> <li>▪ Separation of words with spaces</li> <li>▪ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>▪ Capital letters for names and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>▪ Commas to separate items in a list</li> <li>▪ Apostrophes to mark where letters are missing in spelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of inverted commas other punctuation indicate direct speech</li> <li>▪ Apostrophes to mark to mark singular and plural possession</li> <li>▪ Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brackets, dashes or commas to indicate parenthesis</li> <li>▪ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>▪ Use of the colon to introduce a list</li> <li>▪ Punctuation of bullet points to list information</li> <li>▪ How hyphens can be used to avoid ambiguity</li> </ul>

**In alphabetical order below are the standard grammatical terms and the associated definitions used in school. These should be read in conjunction with the school's grammar curriculum, as developed in conjunction with the English National Curriculum (from September 2014).**

**Active and passive voice:** An active voice is used when the verb in a sentence is carried out by the subject of the sentence e.g. The dog broke the window. When the subject of a sentence is being "acted upon" (or is passive), this sentence is in the passive voice e.g. The window was broken by the dog OR The window was broken (this does not necessarily need a subject).

**Adjectives and adjectival phrases:** A word or phrase that describes a noun e.g. The old man (noun + adjective), the woman with the flat cap (noun + adjectival phrase).

**Clause:** A sequence of related words containing one verb and one subject e.g. Colin rode his scooter, Alan was in trouble. Each new subject and verb is a new clause.

**Common noun** (see noun)

**Compound sentence** (See sentence)

**Complex sentence** (See sentence)

**Connectives:** A connective is a word or phrase that links ideas together. Some connectives can be used to join the ideas in one sentence to the ideas in a previous sentence or paragraph. These are normally written at the start of a sentence unless a particular effect is desired.

E.g.

Addition - also, furthermore, moreover

Opposition - however, nevertheless, on the other hand

Reinforcing - besides, anyway, after all

Explaining - for example, in other words, that is to say

Listing - first(ly), first of all, finally

Indicating result - therefore, consequently, as a result

Indicating time - just then, meanwhile, later

Other connectives can be used to join ideas in one sentence, these are called **conjunctions**.

Conjunctions often occur in the middle of a sentence but most of them can also be rearranged to the beginning of a sentence. These are called **subordinating conjunctions**.

E.g. if, when, after, as, since, before, although, unless, provided that, because, as long as, apart from, while, until, whilst, whereas, even if, whether or not, whenever, so that, even though.

Nevertheless some conjunctions can only be used in the middle of a sentence unless a particular effect is desired. These are called **coordinating conjunctions**.

E.g. and, but or and so

**Determiner:** Precise, specific adjectives - Which EXACTLY? Who EXACTLY? What EXACTLY? E.g.

That dog ate all the sandwiches

**Modal verb:** Verbs that imply a condition of certainty or uncertainty e.g. would, should, could, might (Pedro would fly his kite every night, Pedro could fly his kite every night, Pedro might fly his kite every night)

**Noun:** A word that names people, things, ideas and feelings e.g. boy, girl, cat, tree, mountain, happiness. Nouns can be sub-classified in different ways e.g.

- **Proper nouns**, which refer to a specific person, place or thing and require a capital letter
- **Common nouns**, which refer to a general name and don't require a capital letter. To check whether it is, ask: Can it be pluralised? Can it be used after 'the' and 'a(n)'?
- **Abstract nouns** - things you cannot see or touch e.g., bravery, joy
- **Concrete nouns** - things you can see or touch e.g., tree, cloud
- **Verbal nouns** – nouns derived from verbs (e.g., a building, an attack)
- **Gerunds** – nouns that represent actions (e.g., running fast, guessing a number)

**Noun phrase:** A phrase where additional information or detail is added to a noun to be more specific. The detail added is often in the form of an adjective, adjectival phrase, possessive pronoun or preposition e.g. the dog, the black dog, the dog as black as midnight, my dog, the dog in front.

**Object:** The person, place, idea or thing in a sentence to whom/to which something is being done.

**Passive voice:** (See active and passive voice)

**Phrase:** A small group of words that make up an idea but don't necessarily make sense on their own.

**Preposition:** A word that tells you where actions are taking place e.g. of, in, to, for, with, on, at, from, by, about, as, into, like, through, after, over, between, out, against, during, without, before, under, around, among.

**Pronoun:** A short way of referring to nouns without repetition, e.g. Determiner pronouns (he, she, they, we, it), object pronouns (him, her, them, it), relative pronouns (which are used to start a description for a noun e.g. that, which, who, whom, whose) and possessive pronouns which replace -'s (e.g. his instead of Abdul's)

**Proper noun** (see noun)

**Relative clause:** A clause dropped in to a sentence to add detail but does not make sense on its own. It begins with who, which, where, why, whose, that or an omitted relative pronoun e.g. John, who was feeling angry, began shouting.

**Sentence:** A sentence is a group of words that are put together to mean something. They make sense on their own and don't need anything added. Each one begins with a capital letter and ends with a full stop, exclamation mark or question mark. They include at least one clause. A single clause sentence is a *simple* sentence (e.g. It rained on Sunday). A *compound* sentence is 2 or more main clauses joined by coordinating conjunctions (e.g. and, but, so) e.g. It rained on Sunday but it was sunny on Monday. A *complex* sentence is a main clause with one or more subordinate clauses (not making sense on their own) and often introduced by subordinating conjunctions e.g. Although it rained, we still enjoyed the walk.

**Subject:** The person, place, idea or thing in a sentence that is doing or being something.

**Subjunctive:** This form of a verb expresses wishes, suggestions, and other conditional attitudes e.g. If I were you, I would go to sleep now OR Were they to ..., .... would happen.

**Subordinate clause:** A clause added to a sentence to add detail but does not make sense on its own e.g. *As he was feeling very angry*, John began shouting. The accurate use of a subordinate clause creates a complex sentence.

**Tense (past, present, future):** By changing a verb, the tense indicates when something happens/happened/will happen.

**Verb:** Tell you what nouns are doing, feeling, having or being. They can look different in different tenses and depending on who or what is the subject.

## **Spelling (See Appendix 1)**