St Gabriel's CE Primary School

English Grammar & Punctuation Curriculum

Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Sel**F**-belief　　Cour**A**ge　　Res**I**lience　　Ambi**T**ion　　**H**armony

"Stand firm… be courageous" 1 Corinthians 16:13

Year 1 English – Vocabulary, Grammar & Punctuation

Year 1 Programme of Study		Y1 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	**Children should learn how to use the following grammatical features:** sentences with different forms: **statement**, **question**, **exclamation**, **command** **expanded noun phrases** to describe and specify [for example, the blue butterfly] the **present and past tenses** correctly and consistently including the progressive form **subordination** (using when, if, that, or because) and **co-ordination (**using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	**Word**	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs**
		Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
		Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma			

Year 2 English – Vocabulary, Grammar & Punctuation

Year 2 Programme of Study		Y2 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	**Children should learn how to use the following grammatical features:** sentences with different forms: **statement**, **question**, **exclamation**, **command** **expanded noun phrases** to describe and specify [for example, the blue butterfly] the **present and past tenses** correctly and consistently including the progressive form **subordination** (using when, if, that, or because) and **co-ordination (**using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	**Word**	Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
		Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
		Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma			

Year 3 English – Vocabulary, Grammar & Punctuation

Lower KS2 Programme of Study		Y3 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: extending the range of sentences with more than one **clause** by using a wider range of **conjunctions**, including **when, if, because, although** using the **present perfect** form of verbs in contrast to the past tense choosing **nouns** or **pronouns** appropriately for **clarity** and **cohesion** and to **avoid repetition** using **conjunctions**, **adverbs** and **prepositions** to express time and cause using **fronted adverbials** learning the grammar for years 3 and 4 in English Appendix 2	**Children should indicate grammatical features by:** using **commas after fronted adverbials** indicating **possession** by using the possessive apostrophe with plural nouns using and punctuating **direct speech**	**Word**	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
		Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
		Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
		Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**

Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading:

determiner, pronoun, possessive pronoun, adverbial

Year 4 English – Vocabulary, Grammar & Punctuation

Lower KS2 Programme of Study		Y4 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: extending the range of sentences with more than one **clause** by using a wider range of **conjunctions**, including **when, if, because, although** using the **present perfect** form of verbs in contrast to the past tense choosing **nouns** or **pronouns** appropriately for **clarity** and **cohesion** and to **avoid repetition** using **conjunctions**, **adverbs** and **prepositions** to express time and cause using **fronted adverbials** learning the grammar for years 3 and 4 in English Appendix 2	**Children should indicate grammatical features by:** using **commas after fronted adverbials** indicating **possession** by using the possessive apostrophe with plural nouns using and punctuating **direct speech**	**Word**	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
		Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
		Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
		Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**
Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial			

Year 5 English – Vocabulary, Grammar & Punctuation

Upper KS2 Programme of Study		Y5 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: recognising vocabulary and structures that are appropriate for **formal speech** and writing, including **subjunctive** forms; using **passive verbs** to affect the presentation of information in a sentence; using the **perfect form** of verbs to mark relationships of time and cause; using **expanded noun phrases** to convey complicated information concisely; using **modal verbs** or **adverbs** to indicate degrees of possibility; using **relative clauses** beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun;	**Children should indicate grammatical features by:** using **commas** to clarify meaning or **avoid ambiguity** in writing; using **hyphens** to avoid ambiguity; using **brackets**, **dashes** or **commas** to indicate **parenthesis**; using **semicolons**, **colons** or **dashes** to mark boundaries between independent clauses; using a **colon** to introduce a list; punctuating **bullet points** consistently.	**Word**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
		Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *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]
		Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading:

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 6 English – Vocabulary, Grammar & Punctuation

Upper KS2 Programme of Study		Y6 Specific Statutory Concepts and Vocabulary (Appendix 2)	
Children should be taught to develop the statutory concepts by: recognising vocabulary and structures that are appropriate for **formal speech** and writing, including **subjunctive** forms; using **passive verbs** to affect the presentation of information in a sentence; using the **perfect form** of verbs to mark relationships of time and cause; using **expanded noun phrases** to convey complicated information concisely; using **modal verbs** or **adverbs** to indicate degrees of possibility; using **relative clauses** beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun;	**Children should indicate grammatical features by:** using **commas** to clarify meaning or **avoid ambiguity** in writing; using **hyphens** to avoid ambiguity; using **brackets**, **dashes** or **commas** to indicate **parenthesis**; using **semicolons**, **colons** or **dashes** to mark boundaries between independent clauses; using a **colon** to introduce a list; punctuating **bullet points** consistently.	**Word**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
		Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *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]
		Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Children should use and understand the specific grammatical VOCABULARY accurately and appropriately in discussing their writing and reading: **subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points**			