

St Mary's RC Primary School – Grammar, Sentence and Punctuation Policy

Year 1

Terminology: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, noun, verb, adjective, prefix, suffix, conjunction

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Name the letters of the alphabet in order • Regular plural noun suffixes –s or –es (e.g. <i>dog</i> → <i>dogs</i>, <i>wish</i> → <i>wishes</i>) • Suffixes that can be added to verbs, where no change is needed in the spelling of root words (e.g. –ing, –ed, –er; <i>helping</i>, <i>helped</i>, <i>helper</i>) • How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, <i>undoing</i>, <i>untie</i>) 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using the conjunction <i>and</i> 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> • Separation of words with spaces • Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for the names of people, places, days of the week, and the personal pronoun ‘I’

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Year 2

Terminology: tense (past, present), apostrophe, comma, adverb, noun phrase, statement, question, exclamation, command, compound, subordinate/subordination, co-ordinate/co-ordination

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i>, and by compounding (e.g. <i>superman, whiteboard</i>) • Formation of adjectives using suffixes such as <i>-ful, -less</i> (with a fuller list of suffixes found on page 3 in the year 2 spelling section in English Appendix 1) • Use of the suffixes <i>-er, -est</i> to form comparatives of adjectives and adverbs • Use of <i>-ly</i> in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Subordination (using <i>when, because, if, that</i>) and coordination (using <i>and, but, or</i>) • Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> • Correct choice and consistent use of past tense and present tense throughout writing • Use of continuous/progressive form of verbs in present and past tense to make actions in progress (e.g. <i>she is drumming, he was shouting</i>) 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use of commas to separate items in a list • Use of apostrophes to mark contracted forms in spelling and to mark possessive (singular), (e.g. <i>the girl's name</i>)

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Year 3

Terminology: word family, preposition, direct speech, inverted commas (or speech marks), consonant, vowel, clause, subordinate clause, main clause, determiner

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>auto-</i>, <i>anti-</i> • Use of the determiners <i>a/an</i> according to whether a word begins with a vowel (e.g. <i>a rock, an open box</i>) • Word families based on common words, showing how words are related in form and meaning (e.g. solve: solution, solver, dissolve, insoluble) 	<ul style="list-style-type: none"> • Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>); adverbs (e.g. <i>then, next, soon</i>); or prepositions (e.g. <i>before, after, during, in</i>) 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings, subheadings and numbering to aid presentation • Use of the present perfect form of verbs in addition to the simple past (e.g. '<i>He has gone out to play</i>' rather than '<i>He went out to play</i>') • Use of the present and past perfect verbs to mark relationships of time and cause (e.g. '<i>I have written it down so we can check what it says</i>' – present perfect; '<i>I had eaten lunch when you arrived</i>' – past perfect) 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech

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Year 4

Terminology: pronoun, possessive pronoun, adverbial, fronted adverbial

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>) 	<ul style="list-style-type: none"> • Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) • Noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> → <i>the strict Maths teacher with curly hair</i>) 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of nouns or pronouns for clarity and cohesion to avoid repetition and ambiguity 	<ul style="list-style-type: none"> • Use of inverted commas to punctuate direct speech, i.e. a comma after the reporting clause and end punctuation within inverted commas • Apostrophes to mark singular and plural possession (e.g. <i>the girl's name</i>, <i>the girl's names</i>, <i>the girls' names</i>) • Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)

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Year 5

Terminology: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i>) • Verb prefixes (e.g. <i>dis-, de-, mis-, over-, re-</i>) 	<ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun • Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) • Ensure consistent and correct use of tense • Ensure correct subject and verb agreement when using singular and plural • Use of the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>firstly</i>), or tense choices (e.g. <i>He had seen he before.</i>) 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of the comma to clarify meaning or avoid ambiguity

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Year 6

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

Word	Sentence	Text	Punctuation
<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>go in</i> versus <i>enter</i>, <i>ask for</i> versus <i>request</i>) How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech (e.g. question tags: <i>He's your friend, isn't he?</i>) and structures appropriate for formal speech and writing (e.g. the use of the subjunctive in very formal writing or speech) 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (i.e. use of synonyms); repetition for effect; grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>) and ellipsis (see glossary) Layout devices such as headings, subheadings, columns, bullets or tables to structure text 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash (informal) to mark the boundary between independent clauses Use of colon to introduce lists Use of semi-colons within extended lists Punctuating bullet points consistently Use of the hyphen to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>)

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