



Worthington Primary School

Grammar and Punctuation at Worthington Primary						
Grammar Terminology to know by the end of each year group						
EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
To recognise and use the terms: <ul style="list-style-type: none"> • letter • capital letter • word • page • story • full stop • rhyme 	To recognise and use the terms: <ul style="list-style-type: none"> • singular • plural • sentence • punctuation • question mark • exclamation mark • character • author • fiction • nonfiction 	To recognise and use the terms: <ul style="list-style-type: none"> • noun phrase • noun • statement • question • exclamation • compound • suffix • adjective • adverb • verb • verb • tense • apostrophe • comma 	To recognise and use the terms: <ul style="list-style-type: none"> • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • vowel • inverted commas (or speech marks) 	To recognise and use the terms: <ul style="list-style-type: none"> • pronoun • possessive • adverbial • antonym • synonym • determiner 	To recognise and use the terms: <ul style="list-style-type: none"> modal verb • relative pronoun • relative clause • parenthesis • bracket • cohesion • ambiguity • dash • model verbs 	To recognise and use the terms: <ul style="list-style-type: none"> • subject • object • active • passive • ellipses • hyphen • colon • semi-colon • bullet points • cohesion

Year	Alan Peat Sentence Type	Text Level	Punctuation	Sentence Level
Reception		<ul style="list-style-type: none"> Writing sentences 	<ul style="list-style-type: none"> Begin the separation of words with spaces 	<ul style="list-style-type: none"> How words can combine to make sentences
Year 1	<p>Short Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?</p>	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and
Year 2	<p>2A Sentences He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>,

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	<p>BOYS Sentences He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.</p> <p>3 _ed Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.</p>	<p>progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p><i>plain flour, the man in the moon</i></p> <ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Year 3	<p>As -ly As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called 'evaporation'.</p> <p>_ing, _ed. Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away</p>	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] 	<ul style="list-style-type: none"> Secure sentence demarcation using all already introduced punctuation Introduction to inverted commas to punctuate direct speech Introduction to possessive apostrophes to mark plural possession in nouns 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]

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Year 4	<p>If, if, if, then. If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</p> <p>With a(n) action, more action With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</p> <p>Verb, person Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] • Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) • Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]

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Year 5	<p>Noun, which/who/where Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</p> <p>2 pairs sentences Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.</p> <p>O. (I.) She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).</p>	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] • Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] 	<ul style="list-style-type: none"> • Secure use of all previously taught punctuation • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]

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Year 6	<p>De:De Sentence The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.</p> <p>'Irony' sentences Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.</p>	<ul style="list-style-type: none"> • 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] • 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, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>] 	<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as If I were or <i>Were they to come</i> in some very formal writing and speech]