

# Year 5

## Revise previous learning

### Sentence

**Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating **degrees of possibility** using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

### Text

Devices to **build cohesion** within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using **adverbials of time** [for example, later], **place** [for example, nearby] and **number** [for example, secondly] or **tense choices** [for example, he had seen her before]

### Punctuation

**Brackets, dashes** or **commas** to indicate **parenthesis**

Use of **commas to clarify meaning** or **avoid ambiguity**

### Terminology to be taught

**modal verb, relative pronoun**  
**relative clause**  
**parenthesis, bracket, dash**  
**cohesion, ambiguity**

# Year 6

## Revise previous learning

### 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*]

### Terminology to be taught

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



# Grammar and Punctuation

At St George's, grammar and punctuation is taught during English sessions through contextualised learning linked to the **core-text** (as opposed to stand alone, discrete sessions which have little impact on the children's understanding of grammar).

Grammar, language and punctuation skills are taught through analysis of the author's use of **effective vocabulary choices, language structures and writing style**, and by using the core-text as a model during the writing process. Children are given opportunities to imitate the author's style, reflect on why the writing is effective, then to practise and develop their own writing style using the skills they have learnt.

## Year 1

### Sentence

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using **and**

### Text

Sequencing sentences to form short narratives

### Punctuation

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**

### Terminology to be taught

**letter**, **capital letter**, **word**, **singular**, **plural**, **sentence**, **punctuation**, **full stop**, **question mark**, **exclamation mark**

## Year 2

### 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*]

### Terminology to be taught

**noun**, **noun phrase**, **statement**, **question**, **exclamation**, **command**, **compound**, **suffix**, **adjective**, **adverb**, **verb**, **tense (past, present)**, **apostrophe**, **comma**

## Year 3

Revise previous learning.

### Sentence

Expressing **time**, **place** and **cause** using **Conjunctions**, for example, *when, before, after, while, so, because*  
**adverbs**, for example, *then, next, soon, therefore*  
or **prepositions**, for example, *before, after, during, in, because of*

### Text

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, *He has gone out to play* contrasted with *He went out to play*

### Punctuation

Introduction to inverted commas to punctuate direct speech

### Terminology to be taught

**preposition**, **conjunction**, **word family**, **prefix**, **clause**, **subordinate clause**, **direct speech**, **consonant**, **consonant letter**, **vowel**, **vowel letter**, **inverted commas** (or speech marks)

## Year 4

Revise previous learning.

### 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,  
*Later that day, 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**

### Terminology to be taught

**Determiner**, **pronoun**, **possessive pronoun**, **adverbial**