



How we teach grammar and
punctuation:

Grammar and punctuation Policy for English

January 2016

Sentence structure

- ✓ I can combine words to make a sentence.
- ✓ I can join two sentences using "and".
 - *It was tea time and I was hungry.*

Text structure

- ✓ I can sequence sentences to form a narrative

Punctuation

- ✓ I can separate words using finger spaces.
- ✓ I can use capital letters to start a sentence.
- ✓ I can use a full stop to end a sentence.
 - *We sailed to the land where the wild things are.*
- ✓ I can use a question mark.
 - *Why did Max want to come home?*
- ✓ I can use an exclamation mark.
 - *There was a terrible mess!*
- ✓ I can use capital letters for names of people and the personal pronoun "I"
 - *My name is Rosie and I have a dog called Woof.*

Terminology

Sentence
Word
Letter
Capital letter
Full stop
Question
Question mark
Exclamation
Exclamation mark
Punctuation
Singular / Plural

Sentence structure

- ✓ I can use subordination (when, if, that, because) and co-ordination (or, but)
 - *When the tiger came to tea, he ate up all the food but he did not drink the water the water.*
 - *If another tiger comes to tea, we have some tins of tiger-food.*
- ✓ I can use expanded noun phrases
 - *the wild tiger*
 - *the black bear*
 - *the swimming whale.*
- ✓ I can use sentences with different forms in my writing
 - *Statement - The colour of the roof is blue.*
 - *Question - What colour is the roof?*
 - *Exclamation - Wow! What a bright blue roof!*
 - *Command - Stay here next to house with the blue roof.*

Text structure

- ✓ I consistently use the present tense and past tense correctly.
 - *In a story it is often past tense: The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.*
 - *In a description of something which is true now, it is present tense. My favourite colour is red. I like playing princesses and magic games best.*
- ✓ I can use the progressive forms of verbs in the present and past tense.
 - *Ollie is playing hide-and-seek with his dog Spot.*
 - *Ollie was playing hide-and-seek with his dog Spot.*

Punctuation

- ✓ I use capital letters for names of people, places, days of the week and the personal pronoun "I"
 - *My name is Rosie and I have a dog called Woof. Every Saturday I take Woof for a walk at Stourhead Gardens.*
- ✓ I correctly use question marks and exclamation marks
 - *Why did Max want to come home?*
 - *What a terrible mess!*
- ✓ I can use commas to separate items in a list.
 - *The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.*
- ✓ I can use apostrophes to show where letters are missing and to mark singular possession in nouns.
 - *I don't want to come home.*
 - *It was Billy's bucket.*

Terminology

Sentence	command	Past
Capital letter	Noun	Present
Full stop	Adjective	Apostrophe
Question mark	Adverb	Statement
Exclamation mark	Tense	Questions
Comma	Noun phrase	Exclamation
Compound	Suffix	

Sentence structure

- ✓ I can express time, place and cause by using conjunctions, adverbs and prepositions.
 - *Conjunctions - when, before, after, while, so, because*
 - *Adverbs - then, next, soon, therefore*
 - *Prepositions - before, after, during, in, because of*
- ✓ I recognise simple sentences and am beginning to recognise compound and complex sentences.
 - *Simple - The cat was sleeping on the mat.*
 - *Compound - The cat was sleeping on the mat whilst the dog was sleeping by the fire.*
 - *Complex - Pretending that she was not aware of the dog, the cat was sleeping on the mat.*
- ✓ I can extend sentences using co-ordination and subordination using a wider range of conjunctions.
 - *Co-ordination - (joining to create a compound sentence) I like salty popcorn but Sally likes hers sweet.*
 - *Sub-ordination - (add information to create a complex sentence) Even though Sally really enjoyed sweet popcorn, and it was her birthday party, she bought salty popcorn to share with her best friend Emma.*
- ✓ I can use and recognise nouns, adjectives and adjectival phrases.
 - Explain what a noun is, and how an adjective or adjectival phrase can modify the noun:
 - Mrs Coles' house was noisy, loud and messy.
 - Peter and Poppy looked after me very nicely.
- ✓ I can use powerful verbs.
 - *Not: I went out of the room but I stormed out of the room ... or I plodded out of the room I crept out of the room...*

Text structure

- ✓ I am starting to use paragraphs (*as a way of grouping related materials*).
- ✓ I can use headings and subheadings (*to aid presentation*).
- ✓ I can use the present perfect forms of verbs instead of the simple past.
 - *He has gone out to play contrasted with ... he went out to play.*

Punctuation

- ✓ I can use inverted commas to punctuate direct speech.
 - *"I need some help with my grammar!" sighed the year 3 child.*

Terminology

Sentence	Past tense	Conjunction	Adverb
Noun	Present tense	Clause	Preposition
Adjective	Inverted commas or speech marks	Compound	Consonant/consonant letter
Verb	Direct speech	Complex	Vowel/vowel letter
Subordinate clause		Prefix	Word family

Sentence structure

- ✓ I can use noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases - Eg. The cat was cold.
 - *The tiny cat was cold. (adjective)*
 - *The oriental cat was cold (noun phrase)*
 - *The cat on the mat was cold (prepositional phrase)*
- ✓ I can use adverbs to modify verbs
 - *Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened.*
 - *He spoke crossly and in a loud voice to all the children.*
 - *The dog ran with the lead in its mouth, down the street.*
- ✓ I can use fronted adverbials.
 - *Sadly, the old lady had left her hat on the bus.*
 - *Suddenly, the gust of wind took the letter out of her hand.*
- ✓ I can use conjunctions to express time or cause.
 - *Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened.*
 - *Dad tripped on the stairs because the cat was lying there.*
 - *When the film was over, we all went and had a meal.*
 - *He was certainly still angry so the dogs thought it best to keep out of his sight for a while.*
- ✓ I can use prepositions to express time and place.
 - *With a heavy heart, the princess put the frog back in the pond.*
 - *He kicked the ball right over the wall.*

Text structure

- ✓ I can write in paragraphs.
- ✓ I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- ✓ I can use inverted commas and other punctuation to indicate direct speech.
- ✓ I can use apostrophes to mark plural possession.
 - *Alice had two kittens. When they were playing in the kitchen, the kittens' toy went under the refrigerator.*
- ✓ I use commas after fronted adverbials.
 - *Walking down the street, I fell over my shoelace.*
 - *Before break, I had eaten a whole bag of pistachio nuts.*
 - *Silent and forbidding, the school building loomed in front of me.*

Terminology

Adverb	Subordinate clause	Adverb	Pronoun
Conjunction	Preposition	Comma	Apostrophe
Clause	Phrase	Inverted comma	Possession/possessive
Sentence	Verb	adverbial	Determiner

Sentence structure

- ✓ I can use relative clauses
 - *The relative clause can come after the subject of object of the sentence. We can use "who", "which" or "that". We use "who" for people, "which" for things.*
 - *Sally is a dancer who also likes to sing.*
 - *We bought a house which/that is 200 years old.*
 - *I sent a letter which/that arrived three weeks late.*
- ✓ I can use adverbs or modal verbs to indicate degrees of possibility
 - *I may go to my granny's.*
 - *I might go to my granny's.*
 - *I should go to my granny's.*
 - *Surely my granny is expecting me?*
 - *Perhaps we need to go to my granny's.*
- ✓ I can use a range of conjunctions to create compound and complex sentences.
 - *Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.*
- ✓ I can recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures.
 - *"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.*
 - *Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.*

Text structure

- ✓ I can build cohesion between paragraphs.
- ✓ I can link ideas across paragraphs.
 - *Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'.*

Punctuation

- ✓ I can use brackets, dashes and commas to indicate parenthesis.
 - *In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.*
 - *In the museum, the dinosaur - first seen from the stairs - is the largest exhibit they possess.*
 - *In the museum, the fossils, never easy to display, have lights behind them.*
- ✓ I can use commas to clarify meaning or avoid ambiguity.
 - *"Let's eat Grandma!" Becomes "Let's eat, Grandma!"*
- ✓ I can use apostrophes correctly.
 - *1. To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, ..*
 - *2. To indicate a contraction - taking the place of missing letter(s) I'm, don't, ...*

Terminology

Conjunction	Relative clause	Adverbial	Dash	Parenthesis
Complex sentence	Relative pronoun	Bracket	Comma	Modal verb
Compound sentence	Comma	Cohesion	Ambiguity	

Sentence structure

- ✓ I can use the passive voice
 - *Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility.*
 - *The window was broken by a football being kicked through it.*
 - *The kittens were placed on the doorstep of the orphanage.*
 - *John was punched in the chest.*
- ✓ I vary sentence structure depending whether formal or informal (eg. Use expanded noun phrases to convey complication information concisely or the use of subjunctive - used to emphasis urgency or importance)
 - *The blue and white salts left in the basin can be placed in a jar for safe-keeping.*
 - *The herd of deer we saw earlier have returned to the hillside.*
 - *(A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)*
 - *It is important that he try to study more often. (subjunctive)*
- ✓ I can use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.
 - *Consolidate children's use of description to enable them to express themselves in interesting ways.*

Text structure

- ✓ I can use a variety of organisational and presentational devices appropriate to the text type.
 - For example - Titles, Headings, Subheadings etc for non-chronological reports
 - For example - Address, date, formal language, use of "yours sincerely/yours faithfully" etc for a formal letter.
- ✓ I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- ✓ I can use the semi-colon, colon and dash.
 - *Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought.*
 - *The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.*
 - *Simon absolutely refused to apologise - he was convinced he had done nothing wrong.*
- ✓ I can use the colon to introduce a list and semi-colon within lists.
 - *I have been to: Newcastle, Carlisle, and York.*
 - *I have been to: Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East.*
- ✓ I can use a hyphen to avoid ambiguity.
 - *'man-eating shark' is different from 'man eating shark'*
 - *'cat-hating woman' is different from 'cat hating woman'*
 - *'re-cover' is different from 'recover'*
- ✓ I can use bullet points and colons and semi-colons in punctuating bullet points
 - *No running in the quiet area;*
 - *No football except on the pitch*
 - *Hoops, skipping ropes and Frisbees to be returned to the big basket; and*
 - *No food in the sitting area.*
- ✓ I can use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.
 - *Full stops, question marks for questions and exclamation marks for exclamations.*
 - *Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate.*
 - *commas for pauses within sentences*
- ✓ I can use ellipsis (...) as an intentional omission of a word, sentence, or whole section from a text without altering its original meaning.
 - *As she approached the door it opened a little on its own. She looked inside to find ...*

Terminology			
Conjunction	Adjective	Phrase	Bullet points
Complex sentence	Verb	Preposition	Semi-colon
Compound sentence	Adverb	Noun	Hyphen
Noun	Subject/object	Active/passive	Colon
Cohesion	Ambiguity	ellipsis	Dash
Semi-colon			

Year 7

Year 7 students revise, practise and embed the skills and constructions that have been taught in Years 1-6 so that they can write for a range of purposes and audiences across the secondary curriculum.

Students draw on new grammatical constructions from their reading and listening. They study the effectiveness and impact of the grammatical features of the texts they read.