



# Bow Community Primary School



## Writing – Vocabulary, Grammar and Punctuation

| Writing – Vocabulary, Grammar and Punctuation  |  |   |  |        |  |        |
|--|--|---|--|--------|--|--------|
| Reception  | Year 1   | Year 2  | Year 3   | Year 4 | Year 5   | Year 6 |
| Punctuation  |  |   |  |        |  |        |
| Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. | Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks | use commas after fronted adverbials                                      |        | using commas to clarify meaning or avoid ambiguity in writing                      |        |
|  | Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'     | Learn how to use both familiar and new punctuation correctly, including commas for lists  | indicate possession by using the possessive apostrophe with plural nouns |        | using semi-colons, colons or dashes to mark boundaries between independent clauses |        |
| Connect one idea or action to another using a range of connectives (C&L)   | Leaving spaces between words   | Learn how to use both familiar and new punctuation correctly, including apostrophes for contracted forms and the possessive singular      | use and punctuating direct speech  |        | using brackets, dashes or commas to indicate parenthesis                           |        |
|  |  |   |  |        | using hyphens to avoid ambiguity   |        |



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|   |   |  |  |  | using a colon to introduce a list   |  |
|   |   |  |  |  | punctuating bullet points consistently  |  |
| <b>Sentences</b>                                      |   |  |  |  |   |  |
|   | Joining words and joining clauses using and | Use sentences with different forms: statement, question, exclamation, command              | extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |  | using passive verbs to affect the presentation of information in a sentence   |  |
| <b>Tense</b>  |   |  |  |  |   |  |
|   |   | The present and past tenses correctly and consistently used including the progressive form | using the present perfect form of verbs in contrast to the past tense  |  | using the perfect form of verbs to mark relationships of time and cause   |  |
| <b>Vocabulary</b>                                     |   |  |  |  |   |  |
| Learn and use new vocabulary throughout the day (C&L) |   | Use expanded noun phrases to describe and specify [for example, the blue butterfly]        | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  |  | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |  |



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| Connect one idea or action to another using a range of connectives (C&L) |   | subordination (using when, if, that, or because) and co-ordination (using or, and, or but)                   | using conjunctions, adverbs and prepositions to express time and cause                                |   | using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |   |
|  |   | some features of written Standard English  | using fronted adverbials  |   | using modal verbs or adverbs to indicate degrees of possibility   |   |
|  |   |  |   |   | using expanded noun phrases to convey complicated information concisely   |   |
| <b>Statutory Grammar Terminology to be taught</b>                        |   |  |   |   |   |   |
| Reception  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
| Word   |   |  |   |   |   |   |
|  | Regular <b>plural noun suffixes</b> -s or -es | Use the <b>suffixes</b> -er, -est in <b>adjectives</b> and use of -ly to turn adjectives into <b>adverbs</b> | <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning | The grammatical difference between <b>plural</b> and <b>possessive</b> -s | Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (-ate, -ise, -ify)                       | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i> ; |



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|                 |   |  |   |  |   | <i>ask for - request; go in - enter]</i>   |
|                 | <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the root word spelling (ing, ed, er) | Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less               | Use of the <b>forms a</b> or <b>an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b>   | Standard English forms for <b>verb inflections</b> instead of local spoken forms   | <b>Verb prefixes</b> (dis-, de-, mis-, over-, re-)  | How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].   |
|                 | How the <b>prefix</b> unchanges meaning of <b>verbs</b> and <b>adjectives</b>                                       | Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and compound words  | Formation of <b>nouns</b> using a range of <b>prefixes</b> (super, anti, auto)  |  |   |  |
| <b>Sentence</b> |   |  |   |  |   |  |
|                 | How <b>words</b> can combine to make <b>sentences</b>   | <b>Subordination</b> (if, when, that, because) and <b>co-ordination</b> (or, and, but) | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ] | 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> ) | <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun | 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 <b>subjunctive</b> forms such as <i>If <u>I were</u> or <u>Were they</u> to come in</i> |



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|      |  |  |   |   |   | some very formal writing and speech]  |
|      | Joining of <b>words</b> and <b>clauses</b> using and | How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b> |   | <b>Fronted adverbials</b><br>[for example, <i>Later that day, I heard the bad news.</i> ] | Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]  | Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i> ].                                     |
|      |  | Expanded <b>noun phrases</b> for description and specification   |   |   |   |   |
| Text |  |  |   |   |   |   |
|      | Sequencing <b>sentences</b> to form short narratives | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing                       | Introduction to paragraphs as a way to group related material | Use of paragraphs to organise ideas around a theme  | Linking ideas across paragraphs using <b>adverbials</b> 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, | Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a</i> |



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|             |   |  |   |  | he had seen her before]  | consequence], and ellipsis  |
|             |   | Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress | Headings and sub-headings to aid presentation                                     | Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition | Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ] | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  |
|             |   |  | Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past |  |  |   |
| Punctuation |   |  |   |  |  |   |
|             | Separation of <b>words</b> with spaces  | Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>                     | Introduction to inverted commas to <b>punctuate</b> direct speech                 | Use of inverted commas and other <b>punctuation</b> to indicate direct speech  | Brackets, dashes or commas to indicate parenthesis   | Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] |
|             | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> | <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns                  |   | <b>Apostrophes</b> to mark <b>plural possession</b>  | Use of commas to clarify meaning or avoid ambiguity  | How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or                          |



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|-------------|---|--|--|--|--|---|
|             |   |  |  |  |  | <i>recover</i> versus <i>re-cover</i> ]   |
|             | Capital letters for names and the personal <b>pronoun</b> I   | Commas to separate items in a list   |  | Use of commas after <b>fronted adverbials</b>            |  | Use of the colon to introduce a list and use of semi-colons within lists  |
|             |   |  |  |  |  | <b>Punctuation</b> of bullet points to list information   |
| Terminology |   |  |  |  |  |   |
|             | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma | preposition<br>conjunction<br>word family, prefix<br>clause, subordinate<br>clause, direct<br>speech<br>consonant,<br>consonant letter<br>vowel, vowel letter,<br>inverted commas (or<br>'speech marks') | Determiner, pronoun,<br>possessive pronoun,<br>adverbial | modal verb, relative<br>pronoun<br>relative clause<br>parenthesis, bracket,<br>dash<br>cohesion, ambiguity | subject, object,<br>active, passive,<br>synonym, antonym,<br>ellipsis, hyphen, colon,<br>semi-colon, bullet<br>points |