



Grammar Overview

At Isleham CE Primary School, we teach aspects of punctuation and grammar through the context of our English lessons. We teach children to spell in line with the National Curriculum using the online scheme **Spelling Shed** (powered by EdShed). All other areas of grammar and punctuation

are outlined with examples in the year group tables below:

| EYFS | | |
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| ELG10: Writing | | |
| Word | Sentence | Spelling |
| Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. | They write simple sentences which can be read by themselves and others. | Some words are spelt correctly and others are phonetically plausible. |

| Year 1 | | | |
|---|--|--|---|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| How words can combine to make sentences Joining words and joining clauses using <i>and</i> | Sequencing sentences to form short narratives | 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 / | capital letter, exclamation mark, full stop, letter, plural, punctuation, question mark, sentence, singular, word |

| Year 2 | | | |
|---|--|---|---|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command | 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 (e.g. she is drumming, he was shouting) | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling and mark singular possession in nouns | adjective, adverb, apostrophe, comma, command, compound, exclamation, noun, noun phrase, question, statement, suffix, tense (past, present), verb |

| Year 3 | | | |
|--|---|---|--|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, | Introduction to paragraphs as a way to group related material | Introduction to inverted commas to punctuate direct speech | adverb, clause, conjunction, consonant, direct speech, inverted commas (or "speech marks"), prefix, preposition, |

| | | | |
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| therefore, or prepositions (e.g. before, after, during, in, because of) | Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past | | subordinate clause, vowel, word family |
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| Year 4 | | | |
|--|---|--|--|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials (e.g. Later that day, I heard the bad news.) | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition | Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) Use of commas after fronted adverbials | adverbial, determiner, pronoun, possessive pronoun |

| Year 5 | | | |
|--|---|---|---|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he <i>had</i> seen her before) | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | ambiguity bracket, , cohesion, dash, modal verb, relative clause, relative pronoun, parenthesis |

| Year 6 | | | |
|--|---|--|---|
| Text Structure | Sentence Structure | Punctuation | SPAG Terminology |
| Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive forms in some very formal writing and speech) | Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of colons to introduce a list and the use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) | active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym, ellipsis |