

KS1 & KS2 Punctuation and Grammar – Repeated Annually

Personal success for every pupil in a happy, stimulating and caring environment.

At Hackforth & Hornby, punctuation and grammar underpins reading and writing across the key stages. Year group expectations are identified below; expectations are reinforced throughout years 1 to 6, as appropriate. The correct use of standard English is promoted throughout the key stages, including EYFS.

Mixed age classes allow pupils to be introduced to higher expectations at an earlier stage.

Required terminology is indicated in bold. Medium term planning identifies differentiation across year groups.

KS1: Years 1 & 2			
Y1	Notes	Y2	Notes
Leave spaces between words.	Punctuation: Statutory High	Use full stops and capital letters to demarcate sentences. Use exclamation and question marks accurately.	Punctuation Statutory: High Statement, question, exclamation or command.
Use full stops and capital letters to demarcate sentences.	Punctuation: Statutory High		
Use capital letters for proper nouns (names) and the personal pronoun <i>I</i> .	Punctuation Statutory: High Names of people, places, the days of the week, <i>I</i> .	Use commas to separate items in a list. Use apostrophes accurately*.	Punctuation Statutory: Developmental Possessive apostrophe: the boy's computer Contraction: omission: I am → I'm *Not for plural nouns.
Begin to use question marks and exclamation marks to punctuate sentences.	Punctuation Statutory: Developmental		
Use <i>and</i> to join words and clauses, and link sentences .	Sentence Statutory: High Connectives	Compound and complex sentences , including subordination and co-ordination .	Sentence Statutory: Developmental Subordination: when, if, that, because... Co-ordination: or, and, but...
Sequence sentences to form short narratives.	Sentence Statutory: Developmental		
Understand the terms: singular	Word Statutory: Developmental	Expanded noun phrases	Sentence Statutory: Developmental

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and plural.		<p>Suffixes: nouns, adjectives, adjectives to adverbs. Compound nouns.</p> <p>Use present and past tense of verbs accurately and consistently throughout writing.</p> <p>Progressive form of verbs in present and past tense, indicating action in progress.</p>	<p>the blue butterfly, Word Statutory: Developmental See Y2 Spelling: NC Appendix 1 Eg whiteboard</p> <p>Text Statutory: Developmental</p> <p>Text Statutory: Developmental she is drumming, he was shouting...</p>
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KS2: Years 3 & 4 (As KS1+)			
Y3	Notes	Y4	Notes
Introduction to inverted commas to punctuate direct speech .	Punctuation: Statutory High Inverted commas or speech marks	Correct presentation of speech, including punctuation and reporting clauses .	Punctuation: Statutory High Use of commas; punctuation within inverted commas.
Express time, place and cause using conjunctions , adverbs and prepositions	Sentence: Statutory High Conjunctions , eg when, before, after, while, so, because Adverbs , eg then, next, soon, therefore Prepositions , eg before, after, during, in, because of	Apostrophes to mark plural possession .	Punctuation: Statutory High eg, the girls' names
Identify main and subordinate clauses	Sentence: Statutory Developmental Subordinate clauses do not make sense as sentences on their own.	Expanded noun phrases:	Sentence: Statutory Developmental Addition of modifying adjectives, nouns and prepositional phrases eg, the teacher → the strict maths teacher with curly hair
a + consonant letter an + vowel letter	Word: Statutory High Introduced and reinforced in previous years, as required.	Fronted adverbials	Sentence: Statutory Developmental eg, Later that day, I heard the bad news
Formation of nouns using prefixes	Word: Statutory High eg, auto-, anti-	Use of commas after fronted adverbials .	Punctuation: Statutory Developmental
Word families based on common words	Word: Statutory High eg, solve, solution, solver, dissolve, insoluble	Grammatical difference between plural and possessive -s	Word: Statutory High Highlighted in previous years, as required.
Paragraphs , headings and sub headings, as appropriate	Text: Statutory High Organisation and presentation.	Verb inflections: Standard English	Word: Statutory High Highlighted in previous years, as required.

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<p>Present perfect form of verbs</p>	<p>Text: Statutory Developmental <i>eg, He has gone out to play</i> contrasted with <i>He went out to play.</i></p>	<p>Identify determiners and articles</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Choice of pronoun/noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Word: Statutory High Determiners are words that come at the beginning of the noun phrase; they determine whether the noun phrase is specific or general. Specific: the; my, your, their, etc; this, that, etc; which. General: a, an; any; another; other; what Determiners include the articles: a, an, the</p> <p>Text: Statutory High Highlighted in previous years, as required.</p> <p>Text: Statutory High Highlighted in previous years, as required.</p>
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KS2: Years 5 & 6 (As KS1; Y3/4+)			
Y5	Notes	Y6	Notes
<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p> <p>Relative clauses</p>	<p>Punctuation: Statutory Developmental</p> <p>Sentence: Statutory Developmental Clauses starting with the relative pronouns: who, which, where, when, whose, that <i>Whose</i> must be followed by a noun. (Increasingly rarely - <i>Whom</i>: My teacher is a person whom I like very much. Object of relative clause). When pronoun is the object of the relative clause, the relative pronoun can be omitted. eg Where's the pencil (which) I gave you yesterday?</p>	<p>Accurate use of semi-colons, colons and dashes.</p> <p>Bullet points to list information.</p> <p>Use of hyphens to avoid ambiguity.</p> <p>Active and passive to affect presentation of information.</p>	<p>Punctuation: Statutory High To mark boundaries between clauses. NB Semi-colons: use to break up clauses which make sense on their own and are of equal importance. eg, Jane had spinach for dinner; Jacky had an entire cake.</p> <p>Punctuation: Statutory High Highlighted in previous years, as required (instruction writing).</p> <p>Punctuation: Statutory High Man eating shark or man-eating shark? Recover or re-cover?</p>
<p>Adverbs and modal verbs to indicate degrees of possibility</p>	<p>Sentence: Statutory Developmental adverbs: perhaps, surely modal verbs: might, should, will, must</p>	<p>Investigate structural differences (and vocabulary differences) between informal speech and formal speech and writing, including subjunctive</p>	<p>Sentence: Statutory Developmental <i>Sam flipped the pancake. Active: who</i> <i>The pancake was flipped by Sam. Passive: what</i></p>
<p>Nouns/adjectives → verbs using suffixes</p>	<p>Word Statutory: High eg, -ate, -ise, -ify</p>		<p>Sentence and Word: Statutory Developmental Question tags, eg You're your friend, isn't he? Subjunctive eg, If I were, Were they to come...</p>

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<p>Verb prefixes</p> <p>Cohesion within paragraphs</p> <p>Link ideas across paragraphs using adverbials and tense choices.</p>	<p>Word Statutory: High eg, dis-, de-, mis-, over-, re-</p> <p>Text Statutory: High Devices including then, after that, this, at first...</p> <p>Text Statutory: Developmental Time, eg later Place, eg nearby Number, eg secondly Tense choices, eg he <i>had</i> seen her before</p>	<p>Synonyms and antonyms</p> <p>Cohesive devices</p>	<p>Word: Statutory High Synonyms = the same thing, eg scary; frightening Highlighted in previous years (Thesaurus enquiries) Antonyms = opposites, eg ordinary; unusual</p> <p>Text: Statutory High Repetition of word/phrase. Adverbials, eg on the other hand; in contrast; as a consequence. Ellipsis to add suspense. Layout devices to structure texts.</p>
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