



Grammar and Punctuation Map



Year Group	End of Year Expectations
Year 1	• How words can combine to make sentences • How to join words and clauses using 'and'. • How to sequence sentences to form short narratives. • How to separate words with spaces. • How to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • How to use capital letters for names and for the personal pronoun 'I'. • What nouns, verbs and adjectives are.
Year 2	• What nouns, verbs, adjectives and adverbs are. • Subordination – using...when, if, that, because. • Coordination – using...or, and, but. • How to expand noun phrases for description and specification; (e.g. 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. • How to make the correct choice of present tense and past tense. • The 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.) • The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. • The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name.)
Year 3	• How to express time, place and cause using conjunctions – (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of). • The basics of using paragraphs as a way of grouping related material. • How to use headings and sub headings to aid presentation. • When to use the present perfect form of verbs or the past simple (e.g. He has gone out to play. contrasted with... He went out to play). • How to use inverted commas to punctuate direct speech.
Year 4	• How to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the



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	teacher expanded to: the strict teacher with curly red hair). • About fronted adverbials (e.g. Later that day, I heard the bad news). • Use of commas after fronted adverbials. • How to use paragraphs to organise ideas around a theme. • How to choose the correct pronoun or noun within and across sentences to aid cohesion and avoid repetition. • How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit-down!"). • Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).
Year 5	• How to use relative clauses, beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • How to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • How to link ideas across paragraphs using adverbials of time (e.g. later, before, then), place (e.g. nearby, far away) and number (e.g. secondly, finally) or tense choices (e.g. he had seen her before) • How to use brackets, dashes or commas to indicate parenthesis This is used to offset additional information in your sentence (called parenthesis) (e.g. While on holiday in London, Simon Schmidt, a fireman from New York, rescued a cat from a tree.
Year 6	• The use of the passive to affect the presentation of information in a sentence (e.g. The window in the greenhouse was broken [by me] –instead of... I broke the window in the greenhouse. • The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... He's your friend, isn't he?). • How to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and ellipsis... • How to use layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text). • The use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up). • The use of the colon to introduce a list and the use of semi-colons within lists. • The punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity,(e.g. man eating shark or man-eating shark, recover or re-cover)