



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	
Sentences						
	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	
Tense						
		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	
Vocabulary						
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	
Statutory Grammar Terminology to be taught						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word						
	Regular plural noun suffixes -s or -es	Use the suffixes -er, -est in adjectives and use of -ly to turn adjectives into adverbs	Word families based on common words , showing how words are related in form and meaning	The grammatical difference between plural and possessive -s	Converting nouns or adjectives into verbs using suffixes (-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>
	Suffixes that can be added to verbs where no change is needed in the root word spelling (ing, ed, er)	Formation of adjectives using suffixes such as -ful, -less	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	Standard English forms for verb inflections instead of local spoken forms	Verb prefixes (dis-, de-, mis-, over-, re-)	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
	How the prefix unchanges meaning of verbs and adjectives	Formation of nouns using suffixes such as -ness, -er and compound words	Formation of nouns using a range of prefixes (super, anti, auto)			
Sentence						
	How words can combine to make sentences	Subordination (if, when, that, because) and co-ordination (or, and, but)	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [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>)	Relative clauses 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 subjunctive 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 words and clauses using and	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i>].
		Expanded noun phrases for description and specification				
Text						
	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense 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 adverbials 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 cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials 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 progressive form of verbs in the present and past tense to mark actions in progress	Headings and sub-headings to aid presentation	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion 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 present perfect form of verbs instead of the simple past			
Punctuation						
	Separation of words with spaces	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation 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 clauses [for example, <i>It's raining; I'm fed up</i>]
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns		Apostrophes to mark plural possession	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 pronoun I	Commas to separate items in a list		Use of commas after fronted adverbials		Use of the colon to introduce a list and use of semi-colons within lists
						Punctuation 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 conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points