



All Souls' Grammar and Punctuation KS2 Objectives

Objectives are taken from the National Curriculum Lower Key Stage 2 (Y3 /4) and Upper Key Stage (Y5/6) Programmes of Study.

Spelling in Key Stage 2 is taught via the Read Write Inc. scheme. Phonics follows the Bug Club scheme (where appropriate).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Revisit terminology: noun, adjective, verb and adverb</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Clause and subordinate clauses</p>	<p>Linking clauses with conjunctions</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>(Revisit fronted adverbials as sentence openers)</p>	<p>Expressing time, place and cause using adverbs (then, next, soon, after)</p> <p>Use of commas after fronted adverbials</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Introduce use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Revisit word classes</p> <p>Express time, place and cause using prepositions (before, after, during)</p>	<p>Use and correctly punctuate direct speech with inverted commas (or 'speech marks')</p> <p>Extend the range of conjunctions used</p>

PUNCTUATION - Expectations YEAR 3

Capital letters
 Full stop
 Exclamation marks
 Question marks
 Commas for lists
 Apostrophes for omission and singular possession
 Inverted commas for direct speech

Year 4	<p>Introduce determiners</p> <p>The grammatical difference between plural and possessive - <i>s</i></p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p>	<p>Openers and use of commas after fronted adverbials (Later that day, I heard the news...)</p> <p>Revisit word classes</p> <p>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>)</p>	<p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Revisit clauses and subordinate clauses and linking clauses with conjunctions</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Possessive pronouns</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Revisit verb tenses</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Extend the range of conjunctions used</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Revisit all punctuation and word classes</p>
---------------	--	---	---	--	--	---

PUNCTUATION - Expectations YEAR 4

Capital letters
 Full stop
 Exclamation marks
 Question marks

Commas for lists
 Apostrophes for omission and singular possession
 Inverted commas for direct speech
 Punctuation to indicate direct speech

Year 5	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p>Passive verbs</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Subject and verb agreement</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Introduce the subjunctive form</p> <p>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, <i>he had seen her before</i>]</p>	<p>Introduce modal verbs</p> <p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Introduce brackets, dashes or commas to indicate parenthesis</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Use a thesaurus to avoid repetition and aid cohesion</p> <p>Revisit clauses and subordinate clauses and linking clauses with conjunctions and appropriate punctuation</p>
	<p>PUNCTUATION - Expectations YEAR 5</p> <p>Capital letters</p> <p>Full stop</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Commas for lists</p> <p>Apostrophes for omission and singular possession</p> <p>Inverted commas for direct speech</p>					

Punctuation to indicate direct speech brackets, dashes or commas to indicate parenthesis						
Year 6	<p>Introduce use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]</p>	<p>Understand the difference between structures typical of informal speech and formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or</p> <p>Use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they to come</u> in some very formal writing and speech</i></p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>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 consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Revisit and extend the use of all punctuation taught so far</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Develop the ability to evaluate and edit by using and applying concepts taught so far:</p> <ol style="list-style-type: none"> 1. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 2. Ensuring the consistent and correct use of tense in a piece of writing 3. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	<p>PUNCTUATION- Expectations YEAR 6</p> <p>Capital letters, full stops, exclamation marks and question marks</p> <p>Commas for lists</p> <p>Apostrophes for omission and singular possession</p> <p>Inverted commas for direct speech</p> <p>Semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Colon to introduce lists and semi-colon within a list</p> <p>Bullet points</p> <p>Hyphens to avoid ambiguity</p>					