

Year 3

By the end of year 3 we would expect all pupils to be able to demonstrate these skills.

Grammar:	Punctuation:	Vocabulary:
In my writing I can use: <ul style="list-style-type: none"> expanded noun phrases to describe conjunctions (e.g. when, before, after, while, so, because) adverbs (e.g. then, next, soon, therefore) prepositions (e.g. before, after, during, in, because of) present perfect form of verbs in contrast to the past tense. 	In my writing I can use : <ul style="list-style-type: none"> inverted commas to punctuate direct speech 	I understand these words: <ul style="list-style-type: none"> word family conjunction adverb preposition direct speech inverted commas (or speech marks) prefix consonant vowel main clause subordinate clause



Year 4

By the end of year 4 we would expect all pupils to be able to demonstrate these skills.

Grammar:	Punctuation:	Vocabulary:
In my writing I can use: <ul style="list-style-type: none"> fronted adverbials demarcated with a comma (e.g. Later that day,) noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) the appropriate choice of pronoun or noun in sentences to aid cohesion and avoid repetition 	In my writing I can use: <ul style="list-style-type: none"> commas after fronted adverbials (e.g. Later that day,) 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) 	I understand these words: <ul style="list-style-type: none"> pronoun possessive pronoun proper noun adverbial determiner

Progression in Grammar, Punctuation and Vocabulary skills at Banks Lane Junior School

Prior to KS2 all pupils will have knowledge and understanding of the following grammar terminology:

- word • sentence • letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark
- verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question • exclamation • command • apostrophe • comma • compound • suffix

Aims of the KS2 Grammar, Punctuation and Vocabulary National Curriculum

In LKS2 pupils should be taught to:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- learn the grammar terminology for Y3/4
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech

In UKS2 pupils should be taught to:

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose or that
- learn the grammar terminology for Y5/6
- use a range of punctuation including: commas for clauses; hyphens to avoid ambiguity; brackets, dashes or commas to indicate parenthesis; semicolons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list
- punctuate bullet points consistently



Year 6

By the end of year 6 we would expect all pupils to be able to demonstrate these skills.

Grammar:	Punctuation:	Vocabulary:
In my writing I can use: <ul style="list-style-type: none"> the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window.' Vs 'The window was broken by me.') structures typical of informal speech and structures typical of formal speech and writing (e.g. the use of question tags, e.g. 'He's your friend, isn't he?' or the use of subjunctive forms, such as, 'If I were' or 'Were they to come' in formal writing and speech) 	In my writing I can use: <ul style="list-style-type: none"> semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) colons to introduce a list and use of semi-colons within lists bullet points for lists hyphens to avoid ambiguity (e.g. man eating shark Vs man-eating shark, or recover Vs re-cover) 	I understand these words: <ul style="list-style-type: none"> subject object active passive synonym antonym hyphen colon semi-colon bullet points



Year 5

By the end of year 5 we would expect all pupils to be able to demonstrate these skills.

Grammar:	Punctuation:	Vocabulary:
In my writing I can use: <ul style="list-style-type: none"> relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun using modal verbs indicating degrees of possibility (e.g. might, should, will, must) adverbs indicating degrees of possibility (e.g. perhaps, surely) adverbials to build cohesion within a paragraph (e.g. then, after that, this, firstly) 	In my writing I can use: <ul style="list-style-type: none"> brackets, dashes or commas to indicate parenthesis commas to clarify meaning or avoid ambiguity 	I understand these words: <ul style="list-style-type: none"> modal verb relative clause relative pronoun parenthesis brackets dash/dashes cohesion ambiguity

