



Curriculum map – Punctuation and Grammar

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

	Word	Sentence	Text	Punctuation	Terminology
Year 1	<p>W1. Plural noun suffixes +s and es</p> <p>W2. Adding suffixes to verbs where there is no change to the route verb. <i>Helped, helper, helping</i></p> <p>W3. Adding prefix to verbs and adjectives and how this changes the meaning. +ing +ed +er +un</p>	<p>S1. How words combine to make sentences.</p> <p>S2. Joining clauses with and</p>	<p>T1. Sequencing sentences to for short narratives</p>	<p>P1. Separation of words with finger spaces</p> <p>P2. Capital Letters</p> <p>P3. Full stops</p> <p>P4. Question marks</p> <p>P5. Exclamation marks</p> <p>P6. Capital letters for names and personal pronoun I</p>	<p>Letter</p> <p>Capital Letter</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>Full stop</p> <p>Question Mark</p> <p>Exclamation Mark</p>



<p>Year 2</p>	<p>W4. Formation of nouns using suffixes and by compounding.</p> <p>W5. Formation of adjectives using suffixes</p> <p>W6. Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.</p> <p>W7. Formation of suffixes s, es ed Ing ful less ment</p>	<p>S3. Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>S4. Expanded Noun Phrases for description and specification</p> <p>S5. How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command.</p>	<p>T2. Correct past and present tense (ed and irregular)</p> <p>T3. Progressive forms of verbs in the present and past tense to mark actions in progress. (She is drumming, he was shouting)</p>	<p>P7. Capital letters</p> <p>P8. Full stops Question marks</p> <p>P9. Exclamation marks</p> <p>P10. Commas to separate a list</p> <p>P11. Apostrophes to mark singular possession in nouns.</p>	<p>Noun</p> <p>Noun Phrase</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Compound</p> <p>Suffix</p> <p>Adjective</p> <p>Adverb</p> <p>Verb</p> <p>Tense (past, present)</p> <p>Apostrophe</p> <p>Comma</p>
----------------------	---	---	--	--	--



<p>Year 3</p>	<p>W8. Formation of nouns using a range of prefixes Super Auto Anti</p> <p>W9. Use of forms a and an</p> <p>W10. Word families based on common words, showing how words are related in form and meaning.</p>	<p>S6. Express time, place and cause using conjunctions. When Before After While So Because</p> <p>S7. Adverbs Then Next Soon Therefore</p> <p>S8. Or prepositions Before After During In Because of</p>	<p>T4. Introduction to paragraphs to group material</p> <p>T5. Headings and subheadings to aid presentation</p> <p>T6. Use of present perfect form of verbs instead of simple past tense.</p>	<p>P12. Introduction to inverted commas to punctuate direct speech</p>	<p>Preposition</p> <p>Conjunction</p> <p>Word family</p> <p>Prefix</p> <p>Clause</p> <p>Subordinate clause</p> <p>Direct speech</p> <p>Consonant letter</p> <p>vowel</p> <p>Vowel letter</p> <p>Inverted Commas</p>
----------------------	--	---	---	--	--



--	--	--	--	--	--



<p>Year 4</p>	<p>W11.Grammatical difference between plural and possessive 's'</p> <p>W12.Standard forms for verb inflections instead of local spoken forms We were/we was I did/ I done</p>	<p>S9.Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>S10.Fronted Adverbials</p>	<p>T7.Use of paragraphs to organise ideas around a theme</p> <p>T8.Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>P13.Use on inverted commas and other punctuation to indicate direct speech.</p> <p>P14.Apostrophes to mark plural possession</p> <p>P15.Use of commas after fronted adverbials.</p>	<p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun Adverbial</p>
----------------------	---	---	--	--	--



<p>Year 5</p>	<p>W13.Converting nouns or adjectives into verbs using suffixes.</p> <p>W14. Verb Prefixes</p>	<p>S11.Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>S12.Indicating degrees of possibility using adverbs or modal verbs.</p>	<p>T9.Devices to build cohesion within a paragraph <i>Then, after that, this, firstly.</i></p> <p>T10.Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.</p>	<p>P16.Brackets, dashes or commas to indicate parenthesis.</p> <p>P17.Use commas to clarify meaning or avoid ambiguity.</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>
----------------------	--	---	--	---	--



<p>Year 6</p>	<p>W15.The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>W16.How words are related by meaning as synonyms and antonyms</p> <p>W17.Punctuation of bullet points to list information</p>	<p>S13.Use of passive to affect the presentation of information in a sentence.</p> <p>S14.The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>T11.Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis.</p> <p>T12.Layout devices Headings, subheadings, columns, bullets or tables to structure text.</p>	<p>P18.Use of the semi-colon, colon and dash to mark the boundary between.</p> <p>P19.Use of the colon to introduce a list and use of semicolons within lists.</p> <p>P20.How hyphens can be used to avoid ambiguity.</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>
----------------------	--	--	---	---	--



Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”





Redcastle Family School

“To give every child the skills and self-belief
to succeed.”

