

Information for parents: Grammar and punctuation in the new English curriculum

Year 1	Year 2	Year 3	Year 4
<p>Composition:</p> <ul style="list-style-type: none"> • Speak in whole sentences • Write sequences of sentences • Re-read and check for sense • Develop a wide vocabulary 	<p>Composition:</p> <ul style="list-style-type: none"> • Plan what they are going to write <p>Record their writing sentence by sentence</p> <ul style="list-style-type: none"> • Re-read and check for sense and accuracy • Write for a range of purposes • Develop a wide vocabulary • Use a range of words to join sentences and add detail. 	<p><u>Composition</u> (structure): This includes <u>vocabulary, grammar and punctuation</u>. To develop their composition skills, the children will be taught to</p> <ul style="list-style-type: none"> • Plan, draft, compose, edit and evaluate their writing • Use an increasing range of sentence structures • Write sentences that include when, where and why something happens • Write for a range of purposes and audiences as part of their work across the curriculum. Check whether their work makes sense • Grammar will be taught throughout the writing process 	<p><u>Composition</u> (structure): This includes <u>vocabulary, grammar and punctuation</u>. To develop their composition skills, the children will be taught to</p> <ul style="list-style-type: none"> • Plan, draft, compose, edit and evaluate their writing • Organise their writing into clear paragraphs • Use an increasing range of sentence structures • Expand sentences by adding detail • Write for a range of purposes and audiences as part of their work across the curriculum. • Grammar will be taught throughout the writing process
<p>Punctuation:</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks • Join sentences with ‘and’ 	<p>Punctuation:</p> <ul style="list-style-type: none"> • Develop their understanding and accuracy of punctuation 	<p>Punctuation:</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<p>Punctuation:</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted

	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] 		<p>commas: <i>The conductor shouted, "Sit down!"</i></p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] • Use of commas after fronted adverbials
<p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Terminology for pupils: determiner pronoun, possessive pronoun adverbial</p>

For more information and a glossary of the terminology, follow this link and see Appendix 2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

