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

Year 1	Year 2	Year 3	Year 4
Composition: • Speak in whole sentences • Write sequences of sentences • Re-read and check for sense • Develop a wide vocabulary	**Composition:** • Plan what they are going to write • Record their writing sentence by sentence • 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.	**Composition** (structure): This includes <u>vocabulary, grammar and punctuation</u>. To develop their composition skills, the children will be taught to • 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	**Composition** (structure): This includes <u>vocabulary, grammar and punctuation</u>. To develop their composition skills, the children will be taught to • 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

Punctuation:	Punctuation:	Punctuation:	Punctuation:
- Use capital letters, full stops, question marks and exclamation marks - Join sentences with 'and'	- Develop their understanding and accuracy of punctuation - Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** - Commas to separate items in a list	Introduction to inverted commas to **punctuate** direct speech	- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] - Use of commas after **fronted adverbials**
Terminology for pupils:	Terminology for pupils:	Terminology for pupils:	Terminology for pupils:
- 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

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

Glossary

Term	Guidance	Example
adjective	Adjectives can be used before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or after the verb *be*, as its complement.	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its complement]
adverb	Adverbs can modify a verb, an adjective, another adverb or even a whole clause.	*Usha soon started snoring loudly*. [adverbs modifying the verbs *started* and *snoring*] *That match was really exciting!* [adverb modifying the adjective *exciting*]
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The *bus leaves in five minutes.* [preposition phrase as adverbial: modifies *leaves*] *She promised to see him last night.* [noun phrase modifying either *promised* or *see,* according to the intended meaning]
apostrophe	Apostrophes have two completely different uses: showing the place of missing letters (e.g. *I'm* for *I am*) marking possessives (e.g. *Hannah's mother*).	*I'm going out and I won't be long*. [showing missing letters] *Hannah's mother went to town in Justin's car*. [marking possessives]
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses]
conjunction	A conjunction links two words or phrases together.	*James bought a bat and ball.* [links the words *bat* and *ball* as an equal pair]
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns).
fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For	*Before we begin, make sure you've got a pencil.* [Without fronting: *Make sure you've got a pencil before we begin.*] *The day after tomorrow, I'm*

	example, a fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	*visiting my granddad.* [Without fronting: *I'm visiting my granddad the day after tomorrow.*]
possessive pronoun	A possessive can be: a noun followed by an apostrophe, with or without *s* a possessive pronoun.	*Tariq's book* [Tariq has the book] *The boys' arrival* [the boys arrive] *His obituary* [the obituary is about him]
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	*overtake, disappear*
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* can act either as prepositions or as conjunctions.	*Tom waved goodbye to Christy. She'll be back from Australia in two weeks. I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]
pronoun	Pronouns are normally used like nouns, except that: they are grammatically more specialised it is harder to modify them	***Amanda** waved to **Michael**. **She** waved to **him**. **John's** mother is over there. **His** mother is over there.*
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it modifies).	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it modifies).
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word.	*call – called* *teach – teacher* [turns a verb into a noun] *terror – terrorise* [turns a noun into a verb]

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]