Punctuation and Grammar School Overview

	Autumn	Spring	Summer
Year 1 Consolidation criteria	• Write **recognisable letters**, most of which are correctly formed. • Spell words by **identifying sounds** in them and **representing the sounds with a letter or letters**. • Write **simple phrases and sentences** that can be read by others.		
Taught explicitly	• Combine words to make **sentences** • Sequencing sentences to form **short narratives** • Separation of words with **spaces** • Begin using **capital letters** to demarcate sentences • Begin using **full stops** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • **Adjectives** to describe characters and settings	• Joining words and joining clauses using **and** • Sequencing sentences to form **short narratives** • Separation of words with **spaces** • Begin using **capital letters** to demarcate sentences • Begin using **full stops** to demarcate sentences • Begin using **question marks** to demarcate sentences • Begin using **exclamation marks** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • **Adjectives** to describe characters and settings	• Joining words (in a list) • Sequencing sentences to form **short narratives** • Separation of words with **spaces** • Begin using **capital letters** to demarcate sentences • Begin using **full stops** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • **Adjectives** to describe characters and settings
Year 2 Consolidation criteria	• Write **recognisable letters**, most of which are correctly formed. • Separation of words with **spaces** • Combine words to make **sentences** • Joining words (in a list) and joining clauses using **and**	• Sequencing sentences to form **short narratives Adjectives** to describe characters and settings	
Taught explicitly	• **First and third person** • **Co-ordinating conjunctions** • **Subordinating conjunctions** • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Capital letters** to demarcate sentences • **Full stops** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • Correct choice and consistent use of **present and past tense**	• **First and third person** • **Co-ordinating conjunctions** • **Subordinating conjunctions** • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Adverbs of manner** • **Capital letters** to demarcate sentences • **Full stops** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • Correct choice and consistent use of **present and past tense** • **Commas in a list** • **Apostrophes for omission** • **Apostrophes for singular possession** • **Variety of sentence types** (statements, questions, exclamations and commands) • **Exclamation marks** to demarcate sentences • **Question marks** to demarcate sentences	• **First and third person** • **Co-ordinating conjunctions** • **Subordinating conjunctions** • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Adverbs of manner** • **Capital letters** to demarcate sentences • **Full stops** to demarcate sentences • **Capital letters** for proper nouns (inc. names, places and days of the week) • **Capital letters** for the **personal pronoun 'I'** • Correct choice and consistent use of **present and past tense** • **Commas in a list** • **Apostrophes for omission** • **Apostrophes for singular possession** • **Variety of sentence types** (statements, questions, exclamations and commands) • **Exclamation marks** to demarcate sentences • **Question marks** to demarcate sentences

		• **Past and present progressive verb forms** to mark actions in progress	• **Past and present progressive verb forms** to mark actions in progress

Year 3			
Consolidation criteria	• **Full stops and capital letters** • **Questions marks** and **exclamation marks** • Consistent **first and third person** • Correct choice and consistent use of **present and past tense** • **Adjectives** to describe characters and settings • **Variety of sentence types** (statements, questions, exclamations and commands) - using question marks and exclamation marks. • **Commas in a list**		
Taught explicitly	• Begin to use **paragraphs** as a way to group related material • **Heading and subheadings** in a non-fiction text to aid presentation • **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Prepositions** to express cause • **Prepositions** to express place, or describe locations and directions • **A or an** used according to whether the next word begins with a consonant or a vowel • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Adverbs of time** • **Adverbs of manner** • **Apostrophes** for omission (contraction) *taught through spellings* • Begin to use **inverted commas** to indicate direct speech	• Begin to use **paragraphs** as a way to group related material • **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Present perfect** form of verbs used, in contrast to the past tense • **Prepositions** to express cause • **Prepositions** to express place, or describe locations and directions • **A or an** used according to whether the next word begins with a consonant or a vowel • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Adverbs of time** • **Adverbs of manner** • Begin to use **inverted commas** to indicate direct speech	• Begin to use **paragraphs** as a way to group related material • **Heading and subheadings** in a non-fiction text to aid presentation • **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Present perfect** form of verbs used, in contrast to the past tense • **Prepositions** to express cause • **Prepositions** to express place, or describe locations and directions • **A or an** used according to whether the next word begins with a consonant or a vowel • **Comparative (-er)** and **superlative (-est) adjectives** • **Expanded noun phrases with one addition:** adjective(s) modifying noun or prepositional phrase • **Adverbs of time** • **Adverbs of manner** • Begin to use **inverted commas** to indicate direct speech

Year 4			
Consolidation criteria	• **Full stops and capital letters** • **Questions marks** and **exclamation marks** • **Apostrophes** for omission (contraction) • **Commas** in a list • Consistent **first and third person**	• Correct choice and consistent use of **present and past tense** • **Co-ordinating conjunctions** • **Adjectives** to describe settings and characters • **Comparative (-er)** and **superlative (-est) adjectives**	
Taught explicitly	• **Paragraphs** to organise ideas around a theme • **Heading and subheadings** in a non-fiction text to aid presentation • **Fronted adverbials** • **A or an used** according to whether the next word begins with a consonant or a vowel • **Determiners** to introduce a noun (inc. articles, demonstrative, quantifiers and possessive) • **Pronouns or nouns** used within / across sentences to aid cohesion and avoid repetition	• **Paragraphs** to organise ideas around a theme • **Heading and subheadings** in a non-fiction text to aid presentation • **Fronted adverbials** • **Pronouns or nouns** used within / across sentences to aid cohesion and avoid repetition • **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Prepositions** to express place, or describe locations and directions	• **Paragraphs** to organise ideas around a theme • **Heading and subheadings** in a non-fiction text to aid presentation • **Fronted adverbials** • **Pronouns or nouns** used within / across sentences to aid cohesion and avoid repetition • **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Prepositions** to express place, or describe locations and directions

	• **Co-ordinating conjunctions** • **Subordinating conjunctions** to express cause • **Prepositions** to express place, or describe locations and directions • **Prepositions** to express cause • **Adverbs of time** • **Adverbs of manner** • **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • Begin to use **non-Standard English** (e.g., when writing dialogue and/or for diary entries) • **Commas** after fronted adverbials	• **Prepositions** to express cause • **Adverbs of time** • **Adverbs of manner** • **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • **Inverted commas** to indicate direct speech • **Other speech punctuation** to indicate direct speech • Begin to use **non-Standard English** (e.g., when writing dialogue and/or for diary entries) • **Apostrophes** for possession, inc. plural possession • **Commas** after fronted adverbials	• **Prepositions** to express cause • **Adverbs of time** • **Adverbs of manner** • **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • **Inverted commas** to indicate direct speech • **Other speech punctuation** to indicate direct speech • Begin to use **non-Standard English** (e.g., when writing dialogue and/or for diary entries) • **Apostrophes** for possession, inc. plural possession • **Commas** after fronted adverbials

Year 5 Consolidation criteria	• **Full stops and capital letters** • **Questions marks** and **exclamation marks** • **Apostrophes** for omission (contraction) and possession, inc. plural possession • **Commas** for a list • Consistent **first and third person** • Correct choice and consistent use of **present and past tense** • **A or an** used according to whether the next word begins with a consonant or a vowel • **Pronouns or nouns** used within / across sentences to aid cohesion & avoid repetition • **Prepositions** to express cause		• **Co-ordinating conjunctions** • **Subordinating conjunctions** • **Paragraphs** to organise ideas around a theme • **Heading and subheadings** in a non-fiction text to aid presentation • **Adjectives** to describe settings and characters • **Comparative (-er)** and **superlative (-est) adjectives** • **Adverbs of manner** • **Prepositions** to express place, or describe locations and directions
Taught explicitly	• **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • Adjectives (for thoughts or feelings) • **Inverted commas** to indicate direct speech • **Other speech punctuation** to indicate direct speech • **New line for a new speaker** • Figurative language: **similes** • Figurative language: **metaphors** • Figurative language: **personification** • **Relative clauses** with relative pronoun, relative adverbs and an omitted pronoun • **Adverbs of time** to link ideas • **Adverbs of place** to link ideas • **Adverbs of number** (ordinals) to link ideas • **Commas** for clause boundaries to clarify meaning or avoid ambiguity	• **Relative clauses** with relative pronoun, relative adverbs and an omitted pronoun • **Brackets** for parenthesis • **Dashes** for parenthesis • **Commas** for parenthesis • **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • Figurative language: **similes** • Figurative language: **metaphors** • Figurative language: **personification** • **Conjunctive adverbs** for cohesion (addition, compare & contrast and cause & effect • **Semi-colons** for clause boundaries • **Fronted adverbials** • **Commas** after fronted adverbials • **Inverted commas** to indicate direct speech • **Other speech punctuation** to indicate direct speech • **New line for a new speaker**	• **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • Figurative language: **similes** • Figurative language: **metaphors** • Figurative language: **personification** • **Relative clauses** with relative pronoun, relative adverbs and an omitted pronoun • **Modal verbs** • **Adverbs to indicate degrees of possibility** • **Conjunctive adverbs** for cohesion (addition, compare & contrast and cause & effect) • **Semi-colons** for clause boundaries • **Relative clauses** with relative pronoun, relative adverbs and an omitted pronoun • **Adverbs of place** to link ideas • **Brackets** for parenthesis • **Dashes** for parenthesis • **Commas** for parenthesis

Year 6 Consolidation criteria	• **Full stops and capital letters** • **Questions marks** and **exclamation marks** • **Apostrophes** for omission (contraction) and possession, inc. plural possession • **Commas** for a list	• **Fronted adverbials** • **Co-ordinating conjunctions** • **Subordinating conjunctions** • **Paragraphs** to organise ideas around a theme

	• **Commas** after fronted adverbials • Consistent **first and third person** • Correct choice and consistent use of **present and past tense** • **A or an** used according to whether the next word begins with a consonant or a vowel • **Pronouns or nouns** used within / across sentences to aid cohesion & avoid repetition • **Prepositions** to express cause		• **Heading and subheadings** in a non-fiction text to aid presentation • **Adjectives** to describe settings and characters • **Comparative (-er)** and **superlative (-est) adjectives** • **Adverbs of manner** • **Prepositions** to express place, or describe locations and directions
Taught explicitly	• **Conjunctive adverbs** for cohesion (addition, compare & contrast and cause & effect) • **Formal speech/writing versus informal speech** • **Synonyms and antonyms** • **Non-fiction layout devices** • **Adverbs of time** to link ideas • **Adverbs of place** to link ideas • **Adverbs of number** (ordinals) to link ideas • **Modal verbs** • **Adverbs to indicate degrees of possibility** • **Expanded noun phrases with two additions:** adjective(s) modifying noun or prepositional phrase • Figurative language: **similes** • Figurative language: **metaphors** • Figurative language: **personification** • **Semi-colons** for clause boundaries • **Semi-colons** within lists • **Colons** for clause boundaries to clarify meaning or avoid ambiguity • **Colons** to introduce a list • **Brackets** for parenthesis • **Dashes** for parenthesis • **Dashes** for clause boundaries • **Inverted commas** and other speech punctuation, inc. new line for new speaker	• **Hyphens** to avoid ambiguity • **Inverted commas** and other speech punctuation, inc. new line for new speaker • **Bullet points** to list information (consistently punctuated) • **Ellipses** • Figurative language: **similes** • Figurative language: **metaphors** • Figurative language: **personification** • **Modal verbs** • **Adverbs to indicate degrees of possibility** • **Relative clauses** with relative pronoun, relative adverbs and an omitted pronoun • **Passive verbs** • **Formal speech/writing versus informal speech** • **Synonyms and antonyms** • **Non-fiction layout devices**	• **Adverbs to indicate degrees of possibility** • **Formal speech/writing versus informal speech** • **Synonyms and antonyms** • **Non-fiction layout devices** • **Subjunctive verb forms** for formal speech/writing • **Perfect verb form** to mark time or cause (using have, has or had) for actions that have finished (been perfected)

Key

Red – Not explicitly stated in English NC or Appendix 2

Blue – New content

Black – Reinforcement of previously taught content (either previous year or term)

Purple – pre-teaching of content