



St Hugh of Lincoln Catholic Primary School



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
VOCABULARY, GRAMMAR & PUNCTUATION		Pupils should be taught to: leave spaces between words; join words and joining clauses using 'and'; begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'; learn the grammar for year 1 in the National Curriculum; use the appropriate grammatical terminology in discussing their writing.	Pupils should be taught to: develop their understanding by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular); learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently, including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2; some features of written Standard English; use and understand grammatical terminology in discussing their writing.	Pupils should be taught to: develop their understanding in English by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although; using the present perfect form of verbs in contrast to the past tense; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; indicate grammatical and other features by: using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech; use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.	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 National Curriculum grammar for years 3 and 4; use commas after fronted adverbials; indicate possession by using the possessive apostrophe with plural nouns; use and punctuate direct speech; use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.	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, that or with an implied (ie omitted) relative pronoun; learn the grammar for years 5 and 6 in the National Curriculum; use commas to clarify meaning or avoid ambiguity in writing; use hyphens to avoid ambiguity; use brackets, dashes or commas to indicate parenthesis; use semicolons, colons or dashes to mark boundaries between independent clauses; use a colon to introduce a list; punctuate bullet points consistently; use and understand grammatical terminology accurately and appropriately in discussing writing and reading.	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, that or with an implied (ie omitted) relative pronoun; learn the grammar for years 5 and 6 in the National Curriculum; use commas to clarify meaning or avoid ambiguity in writing; use hyphens to avoid ambiguity; use brackets, dashes or commas to indicate parenthesis; use semicolons, colons or dashes to mark boundaries between independent clauses; use a colon to introduce a list; punctuate bullet points consistently; use

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