# English Overview Grammar and Punctuation

<table>
<thead>
<tr>
<th>Y1</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be covered throughout the year</td>
</tr>
</tbody>
</table>

## Grammar
- Regular plural noun suffixes –s or –es, (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. helping, helped, helper.)
- How the prefix un – changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: unite the boat)
- How words can combine to make sentences.
- Joining words and joining clauses using ‘and’
- Sequencing sentences to from short narratives.

## Punctuation
- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks.
- Marks to demarcate sentences.
- Capital letters for names and for the pronoun I.

<table>
<thead>
<tr>
<th>Y2</th>
</tr>
</thead>
</table>

## Grammar
- Formation of nouns using suffixes such as –ness, -er and by compounding (e.g. whiteboard superman.)
- Formation of adjectives using suffixes such as –ful or –less.
- Use of the suffixes –er, -est in adjectives and the use of –ly in standard English to turn adjectives into adverbs.
- Subordination (using when, if, that, because) and coordination (using or, an, but)
- Expanded noun phrases for description of specification (e.g. the blue butterfly, plain flour, the man in the moon)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Correct choice and consistent use of present and past tense throughout writing.
- Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting.)

## Punctuation
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possessions in nouns (e.g. the girl’s name)

<table>
<thead>
<tr>
<th>Y3</th>
</tr>
</thead>
</table>

## Grammar
- Formation of nouns using a range of prefixes (e.g. super-, anti. –auto)
- Use of the forms a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box)
- Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble.)
- Expressing time and place and cause using conjunctions (e.g. when, before, after, while, so, because) adverbs, (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- Introduction to paragraphs as a way to group related material.
- Headings and sub heading to aid presentation.
- Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)

## Punctuation
- Introduction to inverted commas to punctuate direct speech.
### English Overview Grammar and Punctuation

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Terminology</th>
<th>Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</td>
<td>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, (past and present) apostrophe, comma</td>
<td>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Grammar</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The grammatical difference between plural and possessive –s</td>
<td>- Converting nouns or adjectives into verbs using suffixes (e.g. –ate; -ise; -ify)</td>
<td>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g.: find out-discover; ask for – request; go in – enter)</td>
</tr>
<tr>
<td>- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</td>
<td>- Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</td>
<td>- How words are related by meaning as synonyms and antonyms (e.g.: big, large, little)</td>
</tr>
<tr>
<td>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</td>
<td>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</td>
<td>- Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse - versus – The window in the greenhouse was broken (by me)).</td>
</tr>
<tr>
<td>- Fronted adverbials (e.g. Later that day, I heard the bad news.)</td>
<td>- Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</td>
<td>- The difference between structures typical of informal speech and writing (e.g. the use of question tags: He’s your friend, isn’t he? Or the use of subjunctive forms such as If I were or were they to come in some very formal writing and speech)</td>
</tr>
<tr>
<td>- Use of paragraphs to organise ideas around a theme</td>
<td>- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</td>
<td>- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g.: the use of adverbials such as: on the other hand, in contrast, or as a consequence), and ellipsis.</td>
</tr>
<tr>
<td>- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</td>
<td>- Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</td>
<td>- Layout devices (e.g. headings, subheadings, columns, bullets, or tables, to</td>
</tr>
</tbody>
</table>
### English Overview Grammar and Punctuation

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Punctuation</th>
<th>Punctuation</th>
</tr>
</thead>
</table>
| • Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)  
• Apostrophes to mark plural possession (e.g. the girl’s name, the girls’ names)  
• Use of commas after fronted adverbials. | • Brackets, dashes or commas to indicate parenthesis  
• Use of commas to clarify meaning or avoid ambiguity | • Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)  
• Use of the colon to introduce a list and use of semi-colons within lists  
• Punctuation of bullet points to list information  
• How hyphens can be used to avoid ambiguity (e.g. man-eating shark, or recover – versus – re-cover) |

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Terminology</th>
<th>Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determiner, pronoun, possessive, pronoun, adverbial</td>
<td>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</td>
<td>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</td>
</tr>
</tbody>
</table>