



Liden Academy
English Progression
Grammar and Punctuation

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Liden Academy and Nursery
English Progression
Punctuation and Grammar

Intent

We aim for pupils to use grammar and punctuation accurately and effectively in their speech and speech and writing.

Implementation

Our learning is based on the Statutory Framework for the Early Years Foundation Stage - 2021.

EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021, and the supporting guidance: Birth to 5 Matters. Children learn to make sense of the world in their own way through play and firsthand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1- Y6) curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interrelated curriculum, but most notably in: 'Communication and Language' and 'Expressive Arts' and 'Writing'.

Y1 – Y6

In our curriculum plans we have outlined the progression of knowledge in a black font, and skills in blue. Key skills and knowledge are revisited and embedded in order to secure a mastery of skills, concepts and understanding. There also opportunities for pupils to apply these skills to other subject areas in order to embed and master their learning.

Writing is taught daily throughout the year in Y1 – Y6. Punctuation and grammar is taught through a writing unit. Writing (including composition and the use of language) is then taught over the course of a unit so that the transcription learning can be applied to the writing.

Each classroom has a working wall for English that displays models and examples of grammatical skills and punctuation to support children when working independently. In addition, we have celebration walls where we display and celebrate quality learning.

In grammar and punctuation work, our vulnerable learners, including SEND, are supported through additional resources such as word mats, pictorial resources, shared writing and alternative ways of recording their thoughts. Teachers and teaching assistants provide additional support, as needed, in order to help them learn to apply grammar and punctuation skills to their writing. This includes pre-teach opportunities, where appropriate. Extension activities are provided as part of interactive, responsive teaching, across all subject areas; this includes compositional activities compositional writing, where there are natural opportunities for children to extend themselves.

Impact

The final outcome of each grammar and punctuation lesson is for children to apply the learnt skill to their writing. This can be a supported piece of work, if the learner is still at the emerging start of writing, or it can be an independent task, if this learning is at the point of being mastered.

Assessments in grammar and punctuation take place three times a year. These take the form of summative tests, supported by teacher assessments.

The English Subject Leader will review the impact of the English curriculum, reporting findings and any recommendations to SLT.

EYFS

Curriculum planning is based on child-initiated learning. Our children experience a rich language environment, speaking and listening in a range of situations. Grammar development takes place as part of teacher interaction, story time, role play, and writing. Our children are helped to develop their confidence and skills in expressing themselves. Through exploration, play and teacher led activities, our pupils engage in role play and explore their environment. As part of this they are encouraged to express their own ideas, thoughts and feelings, using grammatically correct language. Punctuation is developed through reading and writing activities; children learn about lower case letters, capital letters, full stops and writing in sentences.

The following are some of the main stages of development that form the roots for the development of the curriculum in Key Stage One and Key Stage Two. Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (2 to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Children in reception will be learning to:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Early Learning Goals

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children represent their own ideas, thoughts and feelings through role play and stories

Children write simple sentences which can be read by themselves and others.

Year One

Punctuation	Grammar
<p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'</p>	<p>Form regular plural noun using the suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>].</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>Know how the prefix <i>un-</i> changes the meaning of verbs and adjectives</p> <p>Know how words can combine to make sentences.</p> <p>Join words and clauses using <i>and</i>.</p> <p>Use determiners (<i>the, a, my, your, etc</i>) when writing a sentence.</p> <p>Use the following prepositions when writing a sentence: <i>inside, outside, towards, across, under</i>.</p>
Vocabulary: <i>letter, capital letter, sentence, punctuation, full stop, question mark, exclamation mark</i>	Vocabulary: <i>singular, plural</i>
<u>Outcome</u> Learning used in independent writing	<u>Outcome</u> Learning used in independent writing

Year Two

Punctuation	Grammar
<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</p> <p>Use a comma after <i>-ly</i> in an opener (Slowly,...)</p> <p>Use speech bubbles to indicate direct speech.</p>	<p>Use the following prepositions when writing a sentence: <i>behind, above, along, before, between, after</i>.</p> <p>Know sentences with different forms: statement, question, exclamation, command and use this in your writing.</p> <p>Use expanded noun phrases to describe and specify [for example, <i>the blue butterfly</i>].</p> <p>Use the present and past tenses correctly and consistently.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p> <p>Correctly use subordination (<i>using when, if, that, or because</i>) and coordination (<i>using or, and, or but</i>).</p>
<p>Vocabulary: <i>apostrophe, comma, speech bubbles, apostrophe of possession, contractions, apostrophe of omissions</i></p>	<p>Vocabulary: <i>adjective, adverb, verb tense (past, present) noun</i></p>
<p><u>Outcome</u> Learning used in independent writing</p>	<p><u>Outcome</u> Learning used in independent writing</p>

Year Three

Punctuation	Grammar
<p>Use inverted commas to punctuate direct speech.</p> <p>Use a colon before a list (e.g. What you will need:)</p> <p>Use ellipses for tension.</p>	<p>Use the following prepositions when writing a sentence: next to, by the side of, in front of, during, through, throughout, because of.</p> <p>Use 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].</p> <p>Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>] and adverbs [for example, <i>then, next, soon, therefore.</i>]</p> <p>Use the correct form of <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>].</p> <p>Use connectives (<i>and, or, but, so, for, nor, yet</i>) to create compound sentences.</p> <p>With support, develop complex sentences using subordinating conjunctions.</p> <p>Embellish simple sentences by using adverbial phrases.</p> <p>Add relative clauses using <i>who, whom, whose, which</i> to embellish sentences.</p> <p>Use <i>-ing</i> clauses as sentence starters e.g. <i>Sighing, the boy finished his homework.</i></p>

Vocabulary: <i>inverted commas, colon, ellipses</i>	Vocabulary: <i>preposition, conjunction, consonant, vowel, connectives, compound sentence, complex sentence, subordinating conjunctions, adverbial phrases</i>
<u>Outcome</u> Learning used in independent writing	<u>Outcome</u> Learning used in independent writing

Year Four

Punctuation	Grammar
<p>Know a comma belongs after a fronted adverbial.</p> <p>Use bullet points correctly.</p> <p>Use apostrophes to mark singular and plural possessives.</p> <p>Know in fully punctuated direct speech, each new speaker is on a new line and there is a comma between the direct speech and the reporting clause and be apply to apply this knowledge to your own writing.</p>	<p>Use the following prepositions when writing a sentence: <i>at, underneath, since, beneath, beyond</i>.</p> <p>Use conditional words in writing (<i>could, should, would</i>).</p> <p>Use comparative and superlative adjectives (<i>small, smaller, smallest</i>).</p> <p>Know a proper noun refers to a particular person, place, or thing.</p> <p>Know the grammatical difference between a plural and a possessive and use these correctly in your writing.</p> <p>Use <i>-ed</i> clauses as sentence starters e.g. <i>Exhausted, the Roman soldier collapsed at his post</i></p> <p>Use expanded <i>-ing</i> clauses as sentence starters e.g. <i>Hopping speedily towards the pool, the frog dived beneath the leaves</i>.</p> <p>Correctly choose a pronoun or noun within a sentence to avoid ambiguity and repetition.</p>
Vocabulary: <i>bullet points, fronted adverbial, reporting clause</i>	Vocabulary: <i>pronoun, possessive, fronted adverbial, apostrophe</i>
<u>Outcome</u> Learning used in independent writing	<u>Outcome</u> Learning used in independent writing

Year Five

Punctuation	Grammar
<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use a colon to introduce a list.</p>	<p>Securely develop complex sentences with a full range of conjunctions.</p> <p>Use modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility.</p> <p>Drop in <i>-ed</i> clauses in sentences e.g. <i>Poor Tim, exhausted by so much effort, walked home.</i></p> <p>Use expanded noun phrases to convey complicated information concisely.</p>
Vocabulary: <i>hyphen, brackets, dashes, parenthesis</i>	Vocabulary: <i>modal verb</i>
<u>Outcome</u> Learning used in independent writing	<u>Outcome</u> Learning used in independent writing

Year Six

Punctuation	Grammar
<p>use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>It's raining; I'm fed up</i></p> <p>Use the colon to introduce a list and use semi-colons within lists.</p> <p>Punctuate bullet points.</p> <p>Use hyphens correctly to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>recover</i></p>	<p>Use the passive to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> (by me).</p> <p>Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags (<i>He's your friend, isn't he?</i>). Apply this knowledge to your own writing.</p> <p>Use subjunctive forms (e.g. If I were you) in some formal writing and speech.</p> <p>Be able to use active and passive verbs to affect presentation and information e.g. <i>The class heated the water</i> vs <i>The water was heated by the class</i>.</p>
Vocabulary: <i>semi-colon, independent clause</i>	Vocabulary: <i>informal, formal, active, passive</i>
<u>Outcome</u> Learning used in independent writing	<u>Outcome</u> Learning used in independent writing