



# Preston Primary School

## Grammar and Punctuation: Year Group Expectations

Reception – Y6

## Grammar, Punctuation and Handwriting

### YR

All children leaving YR (except those with specific/related learning difficulties) must be able to:

<b><u>Grammar</u></b>
<ul style="list-style-type: none"><li>• Write simple sentences which can be read by others.</li></ul>
<b><u>Punctuation</u></b>
<ul style="list-style-type: none"><li>• Begin to use full stops at the end of sentences.</li></ul>
<b><u>Handwriting</u></b>
<ul style="list-style-type: none"><li>• Form lower-case letters correctly.</li><li>• Handle equipment and tools effectively, including pencils for writing.</li></ul>








<b><u>Pupil Terminology:</u></b>
Word, letter, sentence, tricky words, write, full stop.

## Grammar, Punctuation and Handwriting

### Y1

All children leaving Y1 (except those with specific/related learning difficulties) must be able to achieve the points set out for YR and:

#### Grammar

- Join words and sentences using 'and'.
- Understand that suffixes can be added to verbs.  
(eg, help - helping - helped - helper)
- Understand how the prefix 'un-' changes the meaning of verbs and adjectives.  
(eg, tie - untie/kind - unkind)
- Create regular plurals by adding 's' and begin to add 'es'.  
(eg, dog - dogs/wish - wishes)

#### Punctuation

- Leave spaces between words.
- Use capital letters to begin sentences.
- Use a capital letter for the personal pronoun 'I'.
- Use capital letters for proper nouns.
- Use full stops at the end of sentences.
- Begin to use question marks correctly.
- Begin to use exclamation marks correctly.

#### Handwriting

- Form lower-case letters in the right direction, starting and finishing in the right place.
- Form capital letters.
- Form the digits 0-9 correctly.
- Sit correctly at a table.

#### Pupil Terminology:

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

## Grammar, Punctuation and Handwriting

### Y2

All children leaving Y2 (except those with specific/related learning difficulties) must be able to achieve the points set out for Y1 and:

#### Grammar

- Use four forms of sentences: statements, commands, questions and exclamations.
- Use expanded noun phrases to describe, add detail and specify. (eg, the blue butterfly, my annoying brother.)
- Use subordination by using 'when, if, that, because'.
- Use co-ordination by using 'or, and, but'.
- Form nouns using suffixes (eg, kind - kindness).
- Form adjectives using suffixes (eg, care - careful)
- Use the suffixes 'er' and 'est' to make comparisons of adjectives and adverbs. (eg, cold - colder - coldest)

#### Punctuation

- Use question marks correctly.
- Use exclamation marks correctly.
- Use commas to separate items in a list.
- Use apostrophes to mark contracted words. (eg, did not - didn't/I will - I'll)
- Use apostrophes to show singular possession.

#### Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using the strokes needed to join letters.
- Form capital letters of the correct size in relation to lower-case letters

#### Pupil Terminology:

Verb, tense (past and present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, command, question, exclamation, compound, verb, suffix, adverb.

## Grammar, Punctuation and Handwriting

### Y3

All children leaving Y3 (except those with specific/related learning difficulties) must be able to achieve the points set out for Y2 and:

#### Grammar

- Use nouns and pronouns appropriately.
- Extend their sentences using a wider range of conjunctions, such as *when, if, until, while, although*.
- Use adverbs confidently.
- Use prepositions.
- Structure their writing into paragraphs for non-fiction work and begin to use paragraphs for fiction work.
- Use a or an correctly.

#### Punctuation

- Use the possessive apostrophe correctly, with singular nouns.
- Use speech marks when writing direct speech.

#### Handwriting

- Use diagonal and horizontal strokes to join letters.
- Use joined handwriting throughout their independent writing.

#### Pupil Terminology:

Adverb, preposition, direct speech, inverted commas (as well as speech marks), clause, pronoun, subordinate clause, consonant, vowel, word families, present perfect, prefix.

## Grammar, Punctuation and Handwriting

### Y4

All children leaving Y4 (except those with specific/related learning difficulties) must be able to achieve the points set out for Y3 and:

#### Grammar

- Use fronted adverbials.
- Write direct speech correctly.
- Structure fiction writing into paragraphs.

#### Punctuation

- Use commas after fronted adverbials.
- Punctuate direct speech correctly (" " , . ! ?)
- Use commas to separate clauses in sentences beginning with conjunctions.
- Use possessive apostrophes for plural nouns, including irregular plurals.

#### Handwriting

- Write with a fully cursive style ensuring consistent letter sizing.
- Write without ascenders and descenders touching.

#### Pupil Terminology:

(Fronted) adverbial, conjunction, subordinate clause, main clause, preposition, determiner, pronoun, possessive pronoun.

## Grammar, Punctuation and Handwriting

### Y5

All children leaving Y5 (except those with specific/related learning difficulties) must be able to achieve the points set out for Y4 and:

#### Grammar

- Understand what modal verbs are and how to use them in writing.
- Use relative clauses and understand what they are.
- Convert between direct and reported speech.
- Use the perfect form of verbs to mark relationships of time and cause.
- Build cohesion in paragraphs using, *eg, then, after that, firstly, this.*
- Link ideas across paragraphs using adverbials of time, *eg, later, nearby, secondly.*

#### Punctuation

- Use brackets.
  - Use dashes.
  - Use commas.
  - Use commas to clarify meaning and avoid ambiguity.
- } To indicate parenthesis.

#### Handwriting

- Write with a fully cursive style, using consistent letter sizing.

#### Pupil Terminology:

Relative clause, modal verb, parenthesis, bracket, dash, determiner, ambiguity, cohesion.

## Grammar, Punctuation and Handwriting

### Y6

All children leaving Y6 (except those with specific/related learning difficulties) must be able to achieve the points set out for Y5 and:

#### Grammar

- Uses vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Understand how words are related by meaning as synonyms and antonyms
- Use the passive voice to affect how information is presented in a sentence.
- Use expanded noun phrases.
- Refine how ideas are linked across paragraphs.
- Use layout devices including headings, sub-headings, columns, bullets and tables to structure text.
- Distinguish differences between formal and informal speech and vocabulary.

#### Punctuation

- Use semi-colons.
- Use colons.
- Use bullet points.
- Use hyphens.
- Use ellipsis.

#### Handwriting

- Use a range of handwriting styles depending upon the purpose of the writing, eg, quick and untidy for note taking and capital letters for impact.

#### Pupil Terminology:

Active and passive voice, subject, object, hyphen, colon, semi-colon, bullet points, synonym, antonym, ellipsis.