

# Birkwood Primary School Discrete Grammar and Punctuation Teaching Map 2024-2025



Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
EYFS	Add new vocabulary	Back and forth interactions	Sequencing events	Respond to verbal cues & clues  Copy commentary which becomes the internal voice	book, write, draw, talk, listen, copy, remember, retell, rhyme, story, say,
Year 1	Regular <b>plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)  Effect of adding <b>suffixes</b> in meaning of noun  Suffixes that can be added to <b>verbs</b> (e.g. helping, helped, helper) where no change in spelling of root word is needed  How the <b>prefix</b> un- changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)	How <b>words</b> can combine to make <b>sentences</b>  How <b>and</b> can join words and join clauses ( <b>sentences</b> )	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces  Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun</b> /	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, punctuation
Year 2	Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er (for example, <i>whiteboard</i> , <i>superman</i> )  Formation of adjectives using suffixes such as -ful, -less (see Appendix 1 for full list)  Use of the <b>suffixes</b> -er and -est to form comparisons of <b>adjectives</b>  Use of -ly in Standard English to turn adjectives into <b>adverbs</b>	<b>Subordination</b> (using <i>when, if, that, or because</i> ) and <b>co-ordination</b> (using <i>or, and, or but</i> )  Expanded <b>noun phrases</b> for description and specification (e.g. the <i>blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i> )  Sentences with different grammatical patterns / forms: <b>statement, question, exclamation, command</b>	The consistent use of present tense versus past tense throughout texts  Use of the continuous form of verbs in the <b>present tense</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming</i> , <i>he was shouting</i> )	Capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  <b>Commas</b> to separate items in a list  <b>Apostrophes</b> to mark contracted forms in spelling  <b>Apostrophes</b> to mark singular possession in nouns (for example, the girl's name)	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Year 3	Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>  Use of the forms of <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock</i> , <i>an open box</i> )  <b>Word families</b> based on common <b>words</b> showing how words are related in form and meaning (for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> )	Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, so</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )	Introduction to <b>paragraphs</b> as a way to group related material  <b>Headings</b> and <b>sub-headings</b> to aid presentation  Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> )	Introduction to inverted commas (speech marks) to <b>punctuate</b> direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, consonant letter vowel, vowel letter, clause, subordinate clause

\*5mins stand-alone teaching daily including retrieval practice

Progression map created from [DfE English Appendix 2: Vocabulary, grammar and punctuation](#) guidance



## Birkwood Primary School Discrete Grammar and Punctuation Teaching Map 2024-2025

Year 4	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials ( for example, <u>Later that day</u>, <i>I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition</p>	<p>Use of inverted commas (speech marks) to <b>punctuate</b> direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p><b>Apostrophes</b> to mark <b>singular</b> and <b>plural</b> possession (e.g. <i>the girl's name</i>, <i>the boys' boots</i>)</p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>
Year 5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate</i>; <i>-ise</i>; <i>ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis—</i>, <i>de—</i>, <i>mis—</i>, <i>over—</i> and <i>re—</i>)</p>	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>that</i> or <i>whose</i> or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> (for example, <i>perhaps</i>, <i>surely</i>)</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>could</i>, <i>would</i>, <i>should</i>, <i>will</i>, <i>might</i>, <i>may</i>, <i>must</i>)</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Link ideas across paragraphs using <b>adverbials of time</b> [for example, <i>later</i>], <b>place</b> [for example, <i>nearby</i>] and <b>number</b> [for example, <i>secondly</i>] or <b>tense</b> choices [for example, <i>he had seen her before</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p>
Year 6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing and eg: <i>find out/discover</i>, <i>go in/enter</i>, <i>ask for/request</i>)</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>	<p>Use of the <b>passive</b> voice to affect the presentation of information in a <b>sentence</b> (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>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech such as <i>If I <u>were</u></i> or <i><u>Were</u> they</i> to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and <b>ellipses</b></p> <p>Layout devices such as; headings, subheadings, columns, bullets, or tables, to structure text</p>	<p>Use of the <b>semi-colon</b>, <b>colon</b> and <b>dash</b> to indicate a stronger subdivision of a sentence than a comma</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i>)</p>	<p>subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

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