Birkwood Primary School Discrete Grammar and Punctuation Teaching Map

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 **plural noun suffixes** -s or -es (e.g. dog, dogs; wish, wishes) Effect of adding **suffixes** in meaning of noun Suffixes that can be added to **verbs** (e.g. helping, helped, helper) where no change in spelling of root word is needed How the **prefix** un- changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)	How **words** can combine to make **sentences** How *and* can join words and join clauses (**sentences**)	Sequencing **sentences** to form short narratives	Separation of **words** with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, punctuation
Year 2	Formation of **nouns** using **suffixes** such as -ness, -er (for example, *whiteboard, superman*) Formation of adjectives using suffixes such as *-ful, -less* (see Appendix 1 for full list) Use of the **suffixes** *-er* and *-est* to form comparisons of **adjectives** Use of –ly in Standard English to turn adjectives into **adverbs**	**Subordination** (using *when, if, that, or because*) **and co-ordination** (using *or, and, or but*) Expanded **noun phrases** for description and specification (e.g. the *blue butterfly, plain flour, the man in the moon*) Sentences with different grammatical patterns / forms: **statement**, **question**, **exclamation**, **command**	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the **present tense** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences** **Commas** to separate items in a list **Apostrophes** to mark contracted forms in spelling **Apostrophes** 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 **nouns** using a range of **prefixes**, such as super-, anti-, auto-* *Use of the forms of **determiners** a or an according to whether the next word begins with a **consonant** or a **vowel** (e.g. a rock, an open box)* ***Word families** based on common **words** showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)*	Expressing time and cause using **conjunctions** (e.g. *when, before, after, while, because*), **adverbs** (e.g. *then, next, soon, so*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to **paragraphs** as a way to group related material **Headings** and **sub-headings** 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*)	Introduction to inverted commas (speech marks) to **punctuate** 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

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

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