Holy Family School   Grammar and Punctuation Transition Record

GRAMMAR Overview

Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
Year 1				
Pupils can use ~Regular plural noun suffixes –s or –es [for example, *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 root words (e.g. helping*, helped, helper*) ~How the prefix un– changes the meaning of verbs and adjectives for example, unkind*, undo, unhealthy.*	Pupils know ~how words can combine to make sentences. ~ how using and can join words and join clauses.	Pupils can ~Sequence sentences to form short narratives.	Pupils know how to ~Separate words with spaces. ~ to use capital letters for names and for the personal pronoun. ~ Can use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Pupils can identify and use letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2				
Pupils can use ~ suffixes such as –ness, –er to make nouns and by compounding (e.g. whiteboard) ~suffixes such as *–ful, –less to make adjectives* (A fuller list of suffixes can be found in the spelling appendix.) ~ suffixes –er, –est in adjectives and the use of –ly in standard English to turn adjectives into adverbs	Pupils know ~ statement, question, exclamation, command and can identify and use different forms forms. ~expanded noun phrases and can describe and specify [for example, the blue butterfly] ~ the present and past tenses correctly and consistently including the progressive form ~subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	*Correct choice and consistent use of present tense 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*)	*Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. *Commas to separate items in a list. *Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. 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 (e.g. super–, anti–, auto–) *Use of the forms a or an according to whether the next word begins with a consonant or a vowel.(e.g *an open box*) *Word families based on common words, showing how words are related in form and	*Expressing time, place and cause using conjunctions [for example, *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-headings to aid presentation. *Use of the present perfect form of verbs instead of the simple past (e.g. '*He has gone out to play*' contrasted with '*He went out to play*')	*Introduction to inverted commas to punctuate direct speech.	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, inverted commas

meaning. (e.g., *solve, solution, solver, dissolve, insoluble*)				
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 (e.g. Later that day, I …)	*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.	determiner, pronoun, possessive pronoun, adverbial
Year 5				
*Converting nouns or adjectives into verbs using suffixes. [for example, –*ate; –ise; –ify*] *Verb prefixes (e.g. dis-, de-, mis-, over-, and re-)	*Relative clauses beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun. *Indicating degrees of possibility using adverbs (e.g. perhaps) or modal verbs (e.g. might, should)	*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) or tense choices.	*Brackets, dashes or commas to indicate parenthesis. *Use of commas to clarify meaning or avoid ambiguity.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity *Lower lit grp not confident with these terms*
Year 6				
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out-discover) *How words are related by meaning as synonyms and antonyms	*Use of the passive to affect the presentation of information in a sentence [for example, I *broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. *The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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	*Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast,* or *as a consequence*], and ellipsis. *Layout devices, such as headings, sub-headings, columns, bullets, or tables.	*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. recover versus re-cover)	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points