

Writing- vocabulary, grammar and punctuation

Y1 Statutory requirements

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using *and*
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun *I*
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

English Appendix 2

Year 1: Detail of content to be introduced (statutory requirement)

Sentence

How words can combine to make sentences

Joining words and joining clauses using *and*

Text

Sequencing sentences to form short narratives

Punctuation

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun *I*

Terminology for pupils

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

Using the present perfect form of verbs in contrast to the past tense

Definition

We use the present perfect about something that started in the past and which we want to connect with the present. It may be something that started in the recent past, or it may have started a long time ago.

Examples

I **have** been in this school since Reception. (up to the present and probably into the future too)

I **have** just passed my cycling proficiency test and I **have** just bought a new bike. (both in the very recent past)

In the affirmative, we often use the prepositions **for** or **since** with a time phrase and the adverbs **just** and **already**.

In the negative we often combine the present perfect with the adverbs **never** and **yet**.

Example:

I **have** played football since I was 5, but I **have** just decided to stop now that I am playing rugby more.

We use the past simple when we want to refer to actions which were completed in the past. It is used with a wide variety of past time phrases or expressions in reply to the question When....?

Example: I **went** to the shop after finishing my homework.

Making a positive start

- During reading, identify examples of sentences using the present perfect form of verbs in contrast to the past tense.
- Orally practise sentences by using the present perfect form of verbs in contrast to the past tense in different contexts.
- Model writing sentences during shared writing. Model editing writing to improve the piece.
- Apply appropriately in most forms of writing—narratives, reports, myths, poetry, instructions and information.
- Read these 6 sentences and write them under the correct verb group:

The boy **walked** down the road whistling happily.

I **have** been learning to swim since I was in year 2.

Peter **was** tired yesterday, so he **went** to bed earlier than tonight.

I **have** decided to stop playing the recorder as I am not good at it.

Peter **is** tired today, since he **went** to bed late last night.

We **went** out to play after our lunch.

Using brackets, dashes or commas to indicate parenthesis

Definition

A parenthesis is additional information added into a sentence as an explanation or an afterthought. Parenthesis can be shown using two brackets, two commas, or two dashes. The choice is yours.

Examples

Here are some guidelines:

Using Dashes: Your parenthesis will be easily seen, but dashes can look a little stark.

Using Commas: Commas make for a normal-looking sentence, but commas can be confused with other commas in the sentence.

Using Brackets: Your parenthesis will be easily seen, but brackets can make official letters look a little unorganised.

Making a positive start

- During reading, identify examples of brackets, dashes and commas to indicate parenthesis.
- Use visuals to indicate the position of the punctuation when orally practising sentences.
- Model writing sentences during shared writing.
- Model editing writing to improve the piece.
- Apply appropriately in most forms of writing- narratives, recounts of real events, reports, explanations, etc.
- Discuss the following examples:

Jamie Buxton, who fainted in church during his wedding, apologized to his wife by booking two tickets to New York.

(The parentheses chosen by the writer were commas. However, brackets or dashes could equally have been used.)

At midnight last night, Skip (a guard dog for Bonds Ltd. in Bury) hospitalized two burglars before returning to eat the steaks they had thrown him.

(The writer has chosen brackets because there is already a comma in the sentence.)

Dave Jenkins' best friend, Adam Wright-Smith, stabbed him through the heart whilst testing a knife-proof jacket; Dave is expected to make a full recovery.

(The writer has chosen commas, possibly because there are already two hyphens in the sentence, and dashes look similar to hyphens.)

Add parenthesis and punctuation to the following:

Roald Dahl is still one of the most famous children's authors.

Y1 Grammar Assessment/Coverage

Skill	Covered	Independent	Applied
Leaving spaces between words			
Joining words and joining clauses using <i>and</i>			
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark			
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			



Y2 Grammar Assessment/Coverage

Skill	Covered	Independent	Applied
Sentences with different forms: statement, question, exclamation, command			
Expanded noun phrases to describe and specify			
Using present and past tenses correctly and consistently including the progressive form			
Subordination (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i>)			
Co-ordination (using <i>or</i> , <i>and</i> , or <i>but</i>)			
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			



Grammar Glossary

Term	Definition
Affix	A morpheme which is not in itself a word, but is attached to a word. An affix can be a prefix (<i>intolerant, dislike</i>) or a suffix (<i>kindness, playing</i>).
Agreement (or concord)	<p>In some cases the form of a verb changes according to its subject (so the verb and subject 'agree').</p> <p>This happens with the verb <i>be</i>:</p> <p><i>I am/he is/they are</i> <i>I was/you were</i></p> <p>and the third person singular (<i>he/she/it</i>) of the present tense:</p> <p><i>I like/she likes</i> <i>I don't/he doesn't</i></p> <p>Note that singular collective nouns (e.g. <i>team, family, government</i>) can take a singular or plural verb form.</p> <p>E.g.</p> <p><i>The team (= it) is playing well.</i> <i>The team (= they) are playing well.</i></p> <p>There are a few cases where a determiner must agree with a noun according to whether it is singular or plural.</p> <p>E.g.</p> <p><i>this house, these houses</i> <i>much traffic, many cars</i></p>
Alliteration	<p>The repetition of the same consonants (usually the initial sounds of words or of stressed syllables) at the start of several words or syllables in sequence or in close proximity to each other.</p> <p>E.g. The <u>s</u>nake <u>s</u>lithered up the <u>s</u>lope towards its prey.</p>
Alphabetical Order	<p>Putting words alphabetically means arranging the words in the order of the alphabet by using the first letters of the words.</p> <p>When the first letters are the same, you use the second letters, and if they are the same use the third, and so on.</p> <p>E.g.</p> <p>a) By the first letter: arch, baby, cat, dwarf, elephant. b) When the first letter is the same: abseil, adore, ailment, ant, artistic. c) When the first two letters are the same: pink, pioneer, pirouette, pitch, pixie.</p>