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**Grammar, Handwriting and Punctuation**

End of Year Expectations

For Reception to Year 6

*(Including Key Pupil Terminology)*

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

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| **Grammar** |
| * Write simple sentences which can be read by others. |
| **Punctuation** |
| * Begin to use full stops at the end of sentences. |
| **Handwriting** |
| * Form lower-case letters correctly. * Handle equipment and tools effectively, including pencils for   writing. |

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| **Pupil Terminology:**  Word, letter, sentence, tricky words, write, full stop. |

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| **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. |

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| **Pupil Terminology:**  Word, sentence, letter, capital letter, full stop, punctuation,  singular, plural, question mark, exclamation mark. |

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| 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 |

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

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| **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. |

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

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| **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. |

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| **Pupil Terminology:**  (Fronted) adverbial, conjunction, subordinate clause, main clause,  preposition, determiner, pronoun, possessive pronoun. |

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| **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. To indicate parenthesis. * Use commas. * Use commas to clarify meaning and avoid ambiguity. |
| **Handwriting** |
| * Write with a fully cursive style, using consistent letter sizing. |

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| **Pupil Terminology:**  Relative clause, modal verb, parenthesis, bracket, dash, determiner,  ambiguity, cohesion. |

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| **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. |

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| **Pupil Terminology:**  Active and passive voice, subject, object, hyphen, colon, semi-colon,  bullet points, synonym, antonym, ellipsis. |