

**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.
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| **Punctuation** |
| * Begin to use full stops at the end of sentences.
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| **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.
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| **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.
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| 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.
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| **Punctuation** |
| * Use the possessive apostrophe correctly, with singular nouns.
* Use speech marks when writing direct speech.
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| **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.
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| **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.
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| **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.
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| **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. |