Subject: Spelling, Punctuation and Grammar at Denton CP School   Statement of Intention

- A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

- **Aims: Children will leave Denton CP School and;**
- Will understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
- To work out and clarify the meanings of unknown words and words with more than one meaning.
- Too control their speaking and writing consciously and to use Standard English.
- Children will use the elements of spelling, grammar, punctuation and 'language about language' listed.

Denton CP School   **Spelling, Punctuation and Grammar Skills Progression Map**

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es 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

How the prefix un– changes the meaning of verbs and adjectives. | Formation of nouns using suffixes such as –ness, –er and by compounding

Formation of adjectives using suffixes such as –ful, –less

Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | Formation of nouns using a range of prefixes [for example super–, anti–, auto–]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel

Word families based on common words, showing how words are related in form and meaning | The grammatical difference between plural and possessive –s

Standard English forms for verb inflections instead of local spoken forms | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

Verb prefixes [for example, dis–, de–, mis–, over– and re–] | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| **Sentence** | How words can combine to make sentences

Joining words and joining clauses using and | Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | 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 and speech] |
| **Text** | Sequencing sentences to form short narratives | Correct choice and consistent use of present tense and past tense | Introduction to paragraphs as a way to group related material | Use of paragraphs to organise ideas around a theme | Devices to build cohesion within a | Linking ideas across paragraphs using a wider range of cohesive |

		throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress	Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	paragraph [for example, then, after that, this, firstly] Linking 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]	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 [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
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	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	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	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 [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points