



## HOLY GHOST SCHOOL PUNCTUATION AND GRAMMAR PROGRAMME OF STUDY

Y	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes -s or -es (<i>e.g. dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>e.g. helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (<i>negation, e.g. unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using 'and' (<i>We can go to the beach and we can go to the playground</i>).</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun 'I'</p>	<ul style="list-style-type: none"> <li>○ capital letter</li> <li>○ word</li> <li>○ singular</li> <li>○ Plural</li> <li>○ sentence</li> <li>○ punctuation</li> <li>○ full stop</li> <li>○ question mark</li> <li>○ exclamation mark</li> </ul>
2	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -</p>	<p>Subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p><i>We will go home when the day is over.</i></p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<ul style="list-style-type: none"> <li>○ noun,</li> <li>○ noun phrase</li> <li>○ statement</li> <li>○ questions</li> <li>○ exclamation</li> <li>○ command</li> <li>○ compound</li> <li>○ adjective</li> </ul>



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	<p>ful, -less (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes -er, est in adjectives (<i>biggest, bigger, smaller</i>) and the use of -ly in Standard English to turn adjectives into adverbs (<i>slowly, quickly</i>)</p>	<p><i>If you do your homework, we can go to the park.</i>  <i>You need to brush your teeth and you need to tidy your room.</i>  <i>You can play in the garden but you need to do your spellings first.</i></p> <p>Expanded noun phrases for description and specification (<i>for example the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement (<i>The boy was wearing glasses</i>), question (<i>Where are you going?</i>), exclamation (<i>How cruel you are!</i>) or command (<i>Put the cake in the oven.</i>).</p>	<p>actions in progress [for example, she is drumming, he was shouting]</p>	<p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (<i>for example, the girl's name</i>)</p>	<ul style="list-style-type: none"> <li>○ verb</li> <li>○ suffix</li> <li>○ adverb</li> <li>○ tense (past, present)</li> <li>○ apostrophe</li> <li>○ comma</li> </ul>
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3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble)</p>	<p>Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<ul style="list-style-type: none"> <li>○ Adverb</li> <li>○ preposition,</li> <li>○ conjunction</li> <li>○ word family,</li> <li>○ prefix</li> <li>○ clause,</li> <li>○ subordinate clause,</li> <li>○ direct speech</li> <li>○ consonant,</li> <li>○ consonant letter,</li> <li>○ vowel,</li> <li>○ vowel letter</li> <li>○ inverted commas (or 'speech marks')</li> </ul>
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the</i></p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with</p>	<ul style="list-style-type: none"> <li>○ Determiner</li> <li>○ pronoun,</li> <li>○ possessive pronoun</li> <li>○ adverbial</li> </ul>



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	<p>verb inflections instead of local spoken forms (<i>we were</i> <i>instead of we was, I did instead of I done</i>)</p>	<p><i>strict maths teacher with curly hair</i></p> <p>Fronted adverbials (e.g. <u><i>Later that day,</i></u> <i>I heard the bad news.</i>)</p>	<p>sentences to aid cohesion and avoid repetition</p>	<p>inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark plural possession (for example, <i>the girl's name, the girls' name</i>)</p> <p>The use of commas after fronted adverbials (<i>Above the clouds, After dinner,</i>)</p>	
5	<p>Converting nouns or adjectives into verbs using suffixes (for example -ate; -ise; -ify)</p> <p>Verb prefixes ([for example dis-, de-, mis-, over-, and re-)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun <i>Jess, which is my Father's, is in the garage.</i></p> <p>Indicating degrees of possibility using adverbs (for example, <i>perhaps, surely</i>) or</p>	<p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<ul style="list-style-type: none"> <li>○ modal verb,</li> <li>○ relative pronoun</li> <li>○ relative clause</li> <li>○ parenthesis,</li> <li>○ bracket,</li> <li>○ dash</li> <li>○ cohesion,</li> <li>○ ambiguity</li> </ul>



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		modal verbs ( <i>for example, might, should, will, must</i> )	( <i>for example, he had seen her before</i> )		
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (<i>for example, find out – discover; ask for – request; go in – enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (<i>for example, big, large, little</i>)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (<i>for example, 'I broke the window in the green house 'versus 'The window in the greenhouse was broken' (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (<i>for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as 'If I were' or 'Were they to come in' some very formal writing and speech</i>)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> <li>○ repetition of a word or phrase, grammatical</li> <li>○ connections (<i>for example, the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'</i>),</li> <li>○ and ellipsis</li> </ul> <p>Layout devices (<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>)</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (<i>for example, It's raining; I'm fed up</i>)</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (<i>for example man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<ul style="list-style-type: none"> <li>○ Subject</li> <li>○ object</li> <li>○ active</li> <li>○ passive</li> <li>○ synonym,</li> <li>○ antonym</li> <li>○ ellipsis</li> <li>○ hyphen</li> <li>○ colon</li> <li>○ semi-colon</li> <li>○ bullet points</li> </ul>



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