

# St Alban's C of E Academy

## Punctuation and Grammar

### Exemplar



Years 1 - 6

## Year 1 Punctuation Features

Objective	Example	Even better if
I can use <b>full stops</b> and <b>capital letters</b>	<p><i>The boy went for a walk.</i></p> <p><i>It was raining.</i></p>	<p>Beginning to use a capital letter for proper nouns (Names of people, places, Days of the week and months)</p> <p><i>Eg Cita went to Wolverhampton on Monday 1<sup>st</sup> November.</i></p>
I can begin to use <b>question marks</b>	<p>Beginning to use a to indicate a question</p> <p><i>What did the Roman's wear?</i></p> <p><i>"How was school?" Mum asked.</i></p>	
I can begin to use an <b>exclamation mark</b>	<p>Use an exclamation mark in speech when you want to show the speaker raises their voice</p> <p><i>"Help!" he cried.</i></p> <p><i>"Ouch! That hurt" she complained</i></p>	

## Year 1 Grammar Skills for Writing

Objective		Example	Even better if
I can write	statements	An elephant is big.	I went to school.
	questions	What is your name?	How big is an elephant?
	commands	Take the bread out of the fridge. Sit down.	
I can use adjectives		<b>Add Adjectives</b> <i>A fat man</i> <i>A blue shirt</i>	<b>Add 2 adverbs</b> <i>A big, fat man</i> <i>A bright, blue shirt</i>
I can use present and past tense mostly correctly		<b>Present</b> <i>An elephant has four legs. It can walk. It lives in Africa.</i> <b>Past</b> <i>Yesterday, I went to school. I ate crisps and I visited my friend.</i>	
I can use some co-ordination		<i>I got up <b>and</b> went to school.</i> <i>I ate my dinner <b>but</b> didn't eat my pudding.</i> <i>Shall I eat the apple <b>or</b> the orange?</i>	<b>Add two conjunctions in a sentence.</b> <i>I got up <b>and</b> went to school <b>but</b> I forgot to brush my teeth.</i>
I can use sub ordination (because)		<i>I ate a banana <b>because</b> I was hungry.</i>	<b>Add when or if</b> <i><b>When</b> I got home, I ate a banana.</i> <i><b>If</b> you eat 3 bananas, you will be sick.</i>

## Year 2 Punctuation Features

Objective	Example	Even better if
I can use <b>full stops</b> and <b>capital letters</b>	<p><i>The boy went for a walk.</i></p> <p><i>It was raining.</i></p>	<p>Use a capital letter for proper nouns (Names of people, places, Days of the week and months)</p> <p><i>Eg Ciita went to Wolverhampton on Monday 1<sup>st</sup> November.</i></p>
I can use <b>question marks</b>	<p>Used to indicate a question</p> <p><i>What did the Roman's wear?</i></p> <p><i>"How was school?" Mum asked.</i></p>	
I can use an <b>exclamation mark</b>	<p>Use an exclamation mark in speech when you want to show the speaker raises their voice</p> <p><i>"Help!" he cried.</i></p> <p><i>"Ouch! That hurt" she complained</i></p>	<p>Exclamation marks come after <b>exclamation sentences</b> beginning with what or how.</p> <p><i>What a wonderful day! / What a wonderful day I had!</i></p> <p><i>How beautiful! / How beautiful it is!</i></p>
I can use <b>commas for a list</b>	<p><i>A tall, dark, handsome man.</i></p> <p><i>The man was tall, dark and handsome</i></p>	<p>Comma can also split <b>verbs</b> and <b>nouns</b></p> <p>Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i></p> <p>Verbs:- <i>I got up, had a shower, cleaned my teeth and got dressed.</i></p>

I can use <b>apostrophes</b> for contraction	Eg. I'm can't don't she's won't I'll isn't I'd
I can begin to use apostrophes for singular possession	An apostrophe with the letter s is used to show someone owns something <i>Handa's hen</i> <i>The boy's book</i> <i>The cat's tail</i> <i>Harry's wand</i>
I can use <b>inverted commas</b> in dialogue	"Where is your homework?" asked the teacher. "My dog ate it," replied John



		<i>He is fast runner <b>so</b> he won the race.</i>
I can use some subordination (when / if / that / because)	<p><i>I ate a banana <b>because</b> I was hungry.</i></p> <p><i><b>When</b> I got home, I ate a banana.</i></p> <p><i>I ate a banana <b>when</b> I got home.</i></p> <p><i><b>If</b> you come to my café, you will get the best banana ice cream</i></p> <p><i>You will get the best banana ice cream <b>if</b> you come to my café.</i></p> <p><i>I hope <b>that</b> you will have a good time.</i></p>	<p><b>Add coordination and subordination into one sentence</b></p> <p><i><b>When</b> I got home, I ate a banana <b>and</b> watched TV.</i></p> <p><i>I ate the apple <b>but</b> I didn't eat the banana <b>because</b> I was full.</i></p> <p><i><b>If</b> you eat 3 bananas <b>and</b> 4 apples, you will be sick.</i></p> <p><i>I hope <b>that</b> you will eat the banana <b>or</b> the apple.</i></p>

## Year 3 Punctuation Features

Objective	Example	Even better if
I can use <b>commas</b> in a list	<p><i>A tall, dark, handsome man.</i></p> <p><i>The man was tall, dark and handsome</i></p>	<p>Comma can also split <b>verbs</b> and <b>nouns</b></p> <p>Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i></p> <p>Verbs:-<i>I got up, had a shower, cleaned my teeth and got dressed.</i></p>
I can use <b>commas</b> for clarity	<p>Commas go after a <b>fronted adverbial</b></p> <p><i>First thing in the morning, Peter left for work.</i></p> <p><i>As quick as a flash, I jumped from my desk</i></p>	<p>Commas can also separate a <b>subordinate clause</b> from a <b>main clause</b></p> <p><i>When the bell went, the children went out to play.</i></p> <p><i>After finishing lunch, I visited my friend.</i></p>
I can use an <b>exclamation mark</b>	<p>Use an exclamation mark in speech when you want to show the speaker raises their voice</p> <p><i>"Help!" he cried.</i></p> <p><i>"Ouch! That hurt" she complained</i></p>	<p>Exclamation marks come after <b>exclamation sentences</b> beginning with what or how.</p> <p><i>What a wonderful day! /What a wonderful day I had!</i></p> <p><i>How beautiful! /How beautiful it is!</i></p>
I can use <b>question marks</b>	<p>Used to indicate a question</p> <p><i>What did the Roman's wear?</i></p> <p><i>"How was school?" Mum asked.</i></p>	<p>Use question marks in informal dialogue after question tags or to show uncertainty</p> <p><i>"It's lovely, isn't it?"</i></p> <p><i>"You won't be late, will you?"</i></p> <p><i>"I'll see you at 9pm?"</i></p>



I can use <i>inverted commas</i> or in dialogue	"Where is your homework?" asked the teacher. "My dog ate it," replied John
I can use <i>apostrophes</i> for contraction	Eg. I'm can't don't she's won't I'll isn't I'd
I can use <i>apostrophes</i> for possession	An apostrophe with the letter s is used to show someone owns something <i>Handa's hen</i> <i>The boy's book</i> <i>The cat's tail</i> <i>Harry's wand</i>

## Year 3 Grammar Skills for Writing

Objective	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials) e.g. today, that afternoon, yesterday, meanwhile, therefore	<b>Pronouns</b> <i>Mark put on his coat and then he left his house.</i> <b>Adverbials</b> <i>First thing in the morning, I ....</i> <i>Later that day, my mum. ....</i>	<b>More advanced cohesive devices</b> eg <i>For this reason</i> <i>Meanwhile</i> <i>Therefore</i> <i>Fortunately/Unfortunately</i> <i>The last time</i> <i>Afterwards</i>
I can use dialogue with different verbs other than 'said'	<i>"Help me"</i> <i>screamed/whispered/murmured/ mumbled/shouted/ordered/ instructed/announced/yelled/ pleaded the boy.</i>	<b>Add an adverb/adverbial</b> <i>"Sit down" ordered the teacher</i> <i>angrily/anxiously/calmly/cautiously/ enthusiastically/gently/kindly /politely /repeatedly.</i>
I can use some expanded noun phrases with pre and post modifiers to describe and specify	<i>blue shirt with short sleeves</i> <i>tall tree by the river</i> <i>angry man from London</i> <i>Interesting book on the table.</i>	<b>Add a qualifier</b> <i>Lots of/A couple of/countless /numerous/a large number of/a few/ hardly any interesting books on the table.</i>
I can begin to use the perfect form (to talk about recent events/experiences)	<i>"Where have you been?" asked Mum, "I have been trying to phone you"</i> <i>"I've never eaten pasta before but I have drunk coconut juice"</i> <i>John had visited Paris once before and he had climbed the Eiffel Tower.</i>	
I can use a variety of co-ordinating	<i>I ate the apple and then drank water.</i>	<b>Put two conjunctions in one sentence.</b>

<p>conjunctions (or / and / but / so / yet )</p>	<p>I did my homework <b>but</b> forgot it The spider spun a web <b>so</b> he could catch a fly.</p>	<p>I put on my coat <b>and</b> ran to school <b>but</b> I was still late. Joe ate an apple <b>but</b> didn't drink water <b>so</b> he was still thirsty.</p>
<p>I can use some subordinate conjunctions eg (when/if/that/because/after/although/before/even though/whilst)</p>	<p><b>When</b> John got home, he ate dinner. <b>Although</b> she was tired, she still went swimming. <b>Before</b> I finish my holidays, I will visit you. Mark ate his dinner <b>whilst</b> playing on the iPad.</p>	
<p>I can use adverbs of place, manner and time within and to start sentences</p>	<p>John ran <b>quickly</b> to school. <b>Quickly</b>, John got dressed. I went to school <b>yesterday</b> <b>Yesterday</b>, I went to school.</p>	<p><b>Use 2 adverbs in a sentence or an adverbial phrase</b> <b>Quickly yet quietly</b>, John walked into the room. <b>In the morning</b>, I went to school.</p>

## Year 4 Punctuation Features

Objective	Example	Even better if
I can use <b>commas</b> in a list	<i>A tall, dark, handsome man.</i>  <i>The man was tall, dark and handsome</i>	Comma can also split <b>verbs</b> and <b>nouns</b> Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i> Verbs:- <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use <b>commas</b> for clarity	Commas go after a <b>fronted adverbial</b> <i>First thing in the morning, Peter left for work.</i> <i>As quick as a flash, I jumped from my desk</i>	Commas can also separate a <b>subordinate clause</b> from a <b>main clause</b> <i>When the bell went, the children went out to play.</i> <i>After finishing lunch, I visited my friend.</i>
I can use an <b>exclamation mark</b>	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i> <i>"Ouch! That hurt" she complained</i>	Exclamation marks come after <b>exclamation sentences</b> beginning with what or how. <i>What a wonderful day! / What a wonderful day I had!</i> <i>How beautiful! / How beautiful it is!</i>
I can use <b>question marks</b>	Used to indicate a question <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty <i>"It's lovely, isn't it?"</i> <i>"You won't be late, will you?"</i> <i>"I'll see you at 9pm?"</i>

I can use <b>inverted commas</b> in dialogue	"Where is your homework?" asked the teacher. "My dog ate it," replied John
I can use <b>apostrophes</b> for contraction	Eg. I'm can't don't she's won't I'll isn't I'd
I can use <b>apostrophes for singular possession</b>	<b>An apostrophe with the letter s is used to show someone owns something</b> <i>Handa's hen</i> <span style="float: right;"><i>The cat's tail</i></span> <i>The boy's book</i> <span style="float: right;"><i>Harry's wand</i></span>
I can use <b>apostrophes for plural possession</b>	<b>If there is more than one owner the apostrophe goes after the s</b> Mark went to a boys' school. John had many dogs. The dogs' home was in the garden
I can begin to use an ellipsis to keep the reader hanging on/show an unfinished thought	Harry spoke out "I want to . . ." He was interrupted by the sudden bark of a dog. She opened the door . . . and saw . . . a cake!
I can begin to use colons to introduce a list	You need the following ingredients: Milk, Cheese, Bread Harry put many things in his trunk: A wand, Books, A wizard's hat

## Year 4 Grammar Skills for Writing

Objective	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials and repetition of nouns) e.g. today, that afternoon, yesterday, meanwhile, therefore	<b>Pronouns</b> <i>Mark put on his coat and then he left his house.</i> <b>Adverbials</b> <i>First thing in the morning, I ...</i> <i>Later that day, my mum. ....</i> <b>Repetition of nouns</b> <i>I saw a painting of a man. And no, it was not just any painting of a man; it was ...</i>	<b>More advanced cohesive devices</b> eg <i>For this reason</i> <i>Meanwhile</i> <i>Therefore</i> <i>Fortunately/Unfortunately</i> <i>The last time</i> <i>Afterwards</i> <i>Especially As a rule</i> <i>What is more</i> <i>In particular</i>
I can use dialogue with varied verbs and adverbs	<i>"Help me"</i> <i>screamed/whispered/murmured/</i> <i>mumbled/shouted/ordered/</i> <i>instructed/announced/yelled/</i> <i>the boy</i> <i>angrily/anxiously/calmly/</i> <i>cautiously/enthusiastically/gen- tly/</i> <i>kindly/politely/repeatedly.</i>	<b>Stage directions in speech (speech, verb, action)</b> <i>'Stop,' he shouted, waving his stick.</i> <i>"Sit down" ordered the teacher as he entered the classroom.</i> <i>"I'm hungry" announced Mia, going to the fridge.</i>
I can beginning to use some indirect speech in my writing	<i>Alex told her friend to go home.</i> <i>She complained she was tired.</i>	
I can use some expanded noun phrases with pre and post modifiers and <b>some qualifiers</b> to describe and specify	<i>A few blue shirts with short sleeves</i> <i>Countless tall trees in the forest</i> <i>A couple of interesting books on the table.</i> <i>The majority of people in the world,</i>	<b>Add a more ambitious qualifier</b> <i>Lots of/A couple of/countless /numerous/a large number of/a few/ hardly an/the majority of/ the minority of/ a plethora of/legions of</i>

<p>I can use the perfect form (to talk about recent events/experiences)</p>	<p>"Where <b>have you been?</b>" asked Mum, "I <b>have been</b> trying to phone you"          "I've never <b>eaten</b> pasta before but I <b>have drunk</b> coconut juice"          John <b>had visited</b> Paris once before and he <b>had climbed</b> the Eiffel Tower.</p>	
<p>I can use a variety of co-ordinating conjunctions (FANBOYS)</p>	<p>I ate the apple <b>and</b> then drank water.          I did my homework <b>but</b> forgot it          The spider spun a web <b>so</b> he could catch a fly.</p>	<p><b>Put two conjunctions in one sentence.</b>          I put on my coat <b>and</b> ran to school <b>but</b> I was still late.          Joe ate an apple <b>but</b> didn't drink water <b>so</b> he was still thirsty.</p>
<p>I can use a variety of subordinating conjunctions (when / if / because / after / before / though / while / just as / as long as / as soon as)</p>	<p><b>As long as</b> he wasn't late, John knew he wouldn't get into trouble.  <b>Just as the clock struck one</b>, the gunman entered.  <b>As soon as</b> he had finished his homework, he ran out to play.          Harry was dark haired <b>whereas</b> his friend Ron had red hair.</p>	
<p>I can use adverbial phrases (time, place, manner, simile) in different positions in a sentence (fronted, embedded, at the end of a clause)</p>	<p><b>At 9 o'clock</b>, the teacher walked in.          John pulled <b>with all his might</b> on the rope.          I strode <b>into the classroom</b>.  <b>As quick as Usain Bolt</b>, Jane sped after the thief.</p>	<p><b>Put 2 or 3 adverbial phrases into one sentence</b>  <b>After lunch</b>, I walked <b>at a fast pace</b> to the school.  <b>Like tired soldiers</b>, the boys marched <b>slowly home</b>.</p>
<p>I can begin to use an -ing clause, a subordinate conjunction or a 2A opener to start a sentence</p>	<p><b>-ing clause:</b> <i>Thinking as she walked, Liz entered into the room,</i>  <b>-Conj:-</b> <i>Although she was exhausted, Diana continued working.</i>  <b>-2 Adjective:-</b> <i>Nervous but optimistic, James sat his test.</i></p>	

I can use a variety of long sentences to add description and **short sentences** for emphasis

The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. **Suddenly, the clock chimed. Harry jumped.**



## Year 5 Grammar Skills for Writing

Objective	Example	Even better if
<p>I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials and repetition of nouns) e.g. today, that afternoon, yesterday, meanwhile, therefore</p>	<p><b>Pronouns</b>  <i>Mark put on <b>his</b> coat and then <b>he</b> left his house. The coat was <b>one</b> which had been given him by his wife.</i></p> <p><b>Adverbials</b>  <i>Meanwhile, therefore, for this reason</i>  <i>Especially, What is more, in particular</i></p> <p><b>Repetition of nouns</b>  <i>I saw a <b>painting of a man</b>. And no, it was not just any <b>painting of a man</b>.</i></p>	<p><b>Try using ellipsis (for emission of words)</b>  <i>The brochure states: "The atmosphere is tranquil ... and you cannot hear the trains."</i></p> <p>We went to the city ... and arrived home after midnight</p>
<p>I can use stage directions in speech (speech, verb, action)</p>	<p><i>Stop, ' he shouted, waving his stick.</i>  <i>"Sit down" ordered the teacher as he entered the classroom.</i>  <i>"I'm hungry" announced Mia, going to the fridge</i></p>	<p><b>Try using dialogue to convey character:-</b> "Sit down or you will be in detention!" barked my new (obviously strict) teacher</p>
<p>I can use some indirect speech in my writing</p>	<p><i>Alex <b>told</b> her friend to go home.</i>  <i>She <b>complained</b> she was tired.</i></p>	
<p>I can use expanded noun phrases with ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and prepositional phrases (post-modifiers)</p>	<p>Infinite supplies of delicious ice cream          Legions of soldiers in their shining armour          Copious amounts of tasty cakes with beautiful icing          A sparse number of trees with withered branches          The majority/minority of young people in the city</p>	

I can use modal verbs to indicate degrees of possibility	Can, will, might, may, must, could, should, have to <i>I might go to park</i> <i>You must do your homework.</i>	Use modal verbs in the past <i>Could have, might have, should have, Must have</i> <i>He might have gone out.</i> <i>The butler must have killed him.</i>
I can use a variety of sentence starters	Fronted adverbial (time, place, manner)	First thing in the morning, John woke
	Expanded - ing clause	Feeling hungry, John woke.
	Simile	Like a grumpy bison, John woke.
	2A opener	Refreshed and revitalised, John woke
	Expanded -ed clause	Disturbed by a nightmare, John woke
	Subordinate conjunction	Before the sun had risen, John woke.
I can use present, past and perfect form as appropriate ensuring the correct use of first and third person	I live in London but right now I'm visiting Leeds. I have lived in Wolverhampton. I moved there in 2011	Try using Past Perfect. <i>Shelpa had lived in Paris before coming to Wolverhampton</i> <i>Jez was starving because he hadn't eaten breakfast.</i>
I can use a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)	<i>Just as</i> the clock struck one, the gunman entered. <i>As soon as</i> he had finished his homework, he ran out to play. Harry was dark haired <i>whereas</i> his friend Ron had red hair	Put two conjunctions in one sentence. <i>After</i> eating dinner, I washed up <i>but</i> didn't put the plates away. <i>Just as</i> the clock struck one, she ran in, <i>whereas</i> her friend sauntered in 5 minutes later.

<p>I can use <b>relative clauses</b> with the relative pronouns who/ which/whose/that/ where/when</p>	<p>The house, <b>which was on the hill</b>, was locked up. The village <b>where I grew up</b> was beautiful. Romans, <b>who came from Italy</b>, were strong fighters.</p>	<p><b>Add a relative clause to the end of the sentence.</b> <i>I lived in a huge house which had many rooms.</i> <i>I shouted at the boy who was walking on the other side of the street.</i></p>
<p>I can use adverbial phrases (time, place, manner) in different positions in a sentence (fronted, embedded, at the end of a clause)</p>	<p><b>At 9 o'clock</b>, the teacher walked in. John pulled <b>with all his might</b> on the rope. I strode <b>into the classroom</b>.</p>	<p><b>Put 2 or 3 adverbial phrases into one sentence</b> <b>After lunch</b>, I walked <b>at a fast pace</b> to the school. <b>Like tired soldiers</b>, the boys marched <b>slowly home</b>.</p>
<p>I can include metaphors, personification and onomatopoeia</p>	<p><b>Metaphor:-</b> A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics Eg <i>My brother is a pig. The foot of the hill. You had him in the palm of your hand</i> <i>My teacher is a dragon. His room was a tip. She is a shining star.</i></p> <p><b>Personification:-</b> This is when you give human qualities to an object or an animal. Eg <i>The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i></p> <p><b>Onomatopoeia:-</b> This is when a word's pronunciation imitates its sound. Eg <i>He banged on the drum. A dog can bark. The bees buzzed. The clanging pots and pans. Clap your hands. The clock was ticking. He dripped his books with a thud.</i></p>	
<p>I can use a variety of <b>long sentences</b> to add</p>	<p>The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main</p>	

description and **short sentences** for emphasis

entrance, was an old chiming clock which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. **Suddenly, the clock chimed. Harry jumped.**

## Year 5 Punctuation Features

Objective	Example	Even better if
I can use <b>commas</b> in a list	<i>A tall, dark, handsome man.</i>  <i>The man was tall, dark and handsome</i>	Comma can also split <b>verbs</b> and <b>nouns</b> Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i> Verbs:- <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use <b>commas</b> for clarity	Commas go after a <b>fronted adverbial/Subordinate clause</b> <i>At 3pm, Peter left for work.</i> <i>After finishing lunch, I visited my friend.</i>	<b>Avoid</b> Comma Splicing (Putting a comma between two independent clauses) Wrong: <i>Ann got up, she got dressed</i> Correct:- <i>Ann got up; she got dressed</i>
I can use an <b>exclamation mark</b>	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i>	Use <b>explanation sentences</b> beginning with what or how. <i>What a wonderful day! / What a wonderful day I had!</i> <i>How beautiful! / How beautiful it is!</i>
I can use <b>question marks</b>	Used to indicate a question <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty <i>"It's lovely, isn't it?" / "I'll see you later?"</i>
I can use <b>inverted commas</b> in dialogue	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John</i>	
I can use <b>apostrophes</b> for contraction	Eg. I'm can't don't she's won't I'll isn't I'd	



I can begin to use an **ellipsis** to keep the reader hanging on/show an unfinished thought

Harry spoke out "I want to . . ." He was interrupted by the sudden bark of a dog.  
She opened the door . . . and saw . . . a cake!

## Year 6 Punctuation Features

Objective	Example	Even better if
I can use <b>commas</b> in a list	<i>A tall, dark, handsome man.</i>  <i>The man was tall, dark and handsome</i>	Comma can also split <b>verbs</b> and <b>nouns</b> Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i> Verbs:- <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use <b>commas</b> for clarity	Commas go after a <b>fronted adverbial/Subordinate clause</b> <i>At 3pm, Peter left for work.</i> <i>After finishing lunch, I visited my friend.</i>	<b>Avoid</b> Comma Splicing (Putting a comma between two independent clauses) Wrong: <i>Ann got up, she got dressed</i> Correct:- <i>Ann got up; she got dressed</i>
I can use an <b>exclamation mark</b>	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i>	Use <b>explanation sentences</b> beginning with what or how. <i>What a wonderful day! / What a wonderful day I had!</i> <i>How beautiful! / How beautiful it is!</i>
I can use <b>question marks</b>	Used to indicate a question <i>What did the Roman's wear?</i> <i>"How was school?" Mum asked.</i>	Use question marks in informal dialogue after question tags or to show uncertainty <i>"It's lovely, isn't it?" / "I'll see you later?"</i>
I can use <b>inverted commas</b> in dialogue	<i>"Where is your homework?" asked the teacher.</i> <i>"My dog ate it," replied John</i>	
I can use <b>apostrophes</b> for contraction	Eg. I'm can't don't she's won't I'll isn't I'd	



<p>I can use <b>apostrophes</b> for <b>singular possession</b></p>	<p>An <b>apostrophe</b> with the letter <b>s</b> is used to show someone owns something</p> <p><i>Handa's hen</i> <span style="float: right;"><i>The cat's tail</i></span>  <i>The boy's book</i> <span style="float: right;"><i>Harry's wand</i></span></p>	
<p>I can use <b>apostrophes</b> for <b>plural possession</b></p>	<p>If there is more than one owner the <b>apostrophe</b> goes <b>after the s</b></p> <p>Mark went to a boys' school.  John had many dogs. The dogs' home was in the garden</p>	
<p>I can use <b>punctuation</b> for <b>parenthesis</b> (Commas, brackets, dashes)</p>	<p>If you remove the part of the sentence in parenthesis, it still <b>must</b> make sense</p> <p>Harry (the boy next door) liked ice cream.  Bal, who was very clever, came top of the class.  Rome-the capital of Italy-is a place I have always wanted to visit.</p>	
<p>I can use <b>colons</b></p>	<p>You need the following ingredients: Milk, Cheese, Bread</p> <p>Harry put many things in his trunk: A wand, Books, A wizard's hat</p> <p><b>WRONG</b></p> <p>Never use a colon to split a verb from a noun  Eg You need: Milk, cheese, bread <b>is wrong</b></p>	<p><b>Use a colon to separate two independent clauses when the second explains or amplifies the first</b></p> <p>Some people do their best work at night: they are known as 'night-owls'.  It's been snowing for three days: the roads around here aren't very safe for driving.</p>
<p>I can use a <b>semi-colon</b> to split two independent clauses.</p>	<p>We can use a semicolon to replace a co-ordinating conjunction (FANBOYS)</p> <p><i>I went to the shops but I didn't buy anything.</i>  <i>I went to the shops; I didn't buy anything.</i></p> <p>You can use a semi colon to separate items in a list when each item is extended. Compare 1 (Comma) and 2 Semi-Colon</p>	

	<p>3) <i>At the circus we saw a clown, a lion, a fire eater and an eight year old acrobat.</i></p> <p>4) <i>At the circus we saw a clown juggling with swords; a lion who stood on a ball; a fire eater with flashing eyes and an eight year old acrobat.</i></p>
I can use <b>hyphens</b>	<p>To make compound nouns eg <i>mother-in-law, t-shirt, dry-cleaning, fifty-one</i></p> <p>To make compound adjectives: eg <i>snow-white, cold-blooded, light-hearted, far-fetched, low-cut</i></p>
I can use <b>dashes</b>	<p><b>Parenthesis</b> <i>Mo-who is the current Olympic champion-won the race.</i></p> <p><b>Repetition</b> <i>"St-st-op!" stammered the boy</i></p> <p><b>Before a final comment</b> <i>"Yes-I will do it," agreed Lucy.</i></p>
I can begin to use an <b>ellipsis</b> to keep the reader hanging on/show an unfinished thought	<p>Harry spoke out "I want to . . ." He was interrupted by the sudden bark of a dog.</p> <p>She opened the door . . . and saw . . . a cake!</p>

## Year 6 Grammar Skills for Writing

Objective	Example	Even better if
<p>I can create atmosphere</p>	<p>Detailed Settings with multi-clausal sentences and expanded noun phrases</p> <p>Use the 5 senses:-What can be seen, heard, felt etc</p>	<p>Using metaphor and personification:-</p> <p><b>Metaphor:-</b> <i>Each blade of grass was a tiny bayonet pointed firmly at our bare feet. I was lost in a sea of nameless faces</i></p> <p><b>Personification:-</b> <i>The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i></p>
<p>I can integrate dialogue to convey character</p>	<p><i>"Sit down or you will be in detention!" barked my new (obviously strict) teacher.</i></p> <p>What does the different ways of asking for a drink say about character.</p> <p><i>"Would you mind getting me a drink dear?"</i></p> <p><i>"Drink! Now!"</i></p> <p><i>"Plleeeaaase can I have a drink?"</i></p>	<p>Use dialogue to show you can shift formality</p> <p><i>"Dear boy, pray where were you at 10pm last night?" enquired Rev Jones</i></p> <p><i>"Haven't got a clue- Lost me watch at school!" Ralph exclaimed.</i></p> <p><i>"Those coffins 've got skeletons in 'em!" whispered Roger.</i></p> <p><i>"Mouldering flesh with worms and maggots all twisting about in their eye sockets," whispered Lyra.</i></p> <p><i>"What you doing?" said Roger.</i></p> <p><i>"You ain't supposed to touch 'em!"</i></p>
<p>I can integrate dialogue to advance action</p>	<p>Staging directions in Speech (Speech, verb, action)</p> <p><i>"Stop!" he shouted, waving his stick.</i></p>	<p><i>"What you doing?" said Roger.</i></p> <p><i>"You ain't supposed to touch 'em!"</i></p>

	<p>"Sit down!" ordered the teacher as she entered the classroom.</p> <p>"I'm hungry," announced Mia going to the fridge</p>	
<p>I can select vocabulary and grammatical structures that reflect the level of formality required in most paragraphs</p>	<p>The key is to maintain the level of formality throughout the piece</p> <p><b>Formal:</b>-More advanced grammar (Passive, Perfect). Longer Sentences. Subject/Genre Specific Vocabulary</p> <p><b>Informal:</b>-Slang, Contractions, Idioms, Short sentences.</p>	<p>Change formality when you express facts and opinions.</p> <p>The lionesses work together to hunt and can bring down large prey such as water buffalo. <i>You certainly wouldn't be wanting to taking a stroll when a pride is out hunting then!</i></p>
<p>I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p>	<p><b>Pronouns:</b>- <i>Mark</i> put on <i>his</i> coat and then <i>he</i> left his house. The coat was <i>one</i> which had been given him by his wife.</p> <p><b>Adverbials:</b>- <i>First</i>, mum and I cleaned the kitchen of all the stew all over the floor and walls, <i>then</i> washed the dishes and <i>finally</i> we put them away. <i>Meanwhile</i>, Dad and my sister repotted all the plants.</p> <p><b>Conjunctions:</b>-A range of co-ordinating and subordinating conjunctions</p> <p><b>Repetition of nouns:</b>-I saw a <i>painting of a man</i>. And no, it was not just any <i>painting of a man</i>.</p> <p><b>Ellipsis (Missing out words ΛΛ)</b> <i>First, mum and I cleaned the kitchen of all the stew ΛΛ all over the floor and walls, then ΛΛ washed the dishes</i></p>	

	<i>Some plants looked better than ever (though other ones didn't! AA)</i>	
I can use modal verbs to suggest degrees of possibility	Can, will, might, may, must, could, should, have to <i>I <b>might</b> go to park</i> <i>You <b>must</b> do your homework.</i>	Use modal verbs in the past <i>Could have, might have, should have, Must have</i> <i>He <b>might have</b> gone out.</i> <i>The butler <b>must have</b> killed him.</i>
I can use passive verbs to affect how information is presented	We use the passive when we do not know or do not say who has completed an action. We also use it when we want to place greater emphasis on the action rather than the person/ people who do it. It is very common in formal language and can easily be evidenced in <b>explanation text</b> . Eg The butter is spread on the bed.	
	<i>How Passive is formed?</i>	<i>Example sentences to "magpie"</i>
	The present simple: <b>is/ are + past participle</b>	Lions <b>are found</b> in Africa The market <b>is held</b> every Monday. ..... <b>is thought/believed</b> to be
	The present perfect: <b>has/ have + been + past participle</b>	"I <b>have been given</b> a detention," complained the mum glumly. A leisure centre <b>has been located</b> in Wolverhampton for 20 years.
	The past simple: <b>was/ were + past participle</b>	The Spartans, who <b>were known</b> for their fighting, lived..... The shop, which <b>was situated</b> to the north of the town, sold.... As soon as the bags <b>were packed</b> , we jumped into the car Finally, the work <b>was done/completed</b>
	The past perfect: <b>had + been + past participle</b>	The room looked like it <b>had been hit</b> by a bomb/

		Justice <b>had been done</b> . Had <b>he been seen</b> ?
	Modals: Can/may/will etc +be +past participle Can/may/will etc +have been +past participle	The cathedral <i>could be</i> seen from miles away. The victim, who <i>could have been</i> you or me, was taken to the..... It <i>can be argued</i> .....

I can use a wide range of clause structures, sometimes varying their position within the sentence	Different Sentence Openers	
	Fronted adverbial (time, place, manner)	<i>First thing in the morning, John woke</i>
	Expanded - ing clause	<i>Feeling hungry, John woke.</i>
	Simile	<i>Like a grumpy bison, John woke.</i>
	2A opener	<i>Refreshed and revitalised, John woke</i>
	Expanded -ed clause	<i>Disturbed by a nightmare, John woke</i>
	Subordinate conjunction	<i>Before the sun had risen, John woke.</i>
	Relative Clauses (Embedded and ending a sentence) <i>My sister, who is missing her magazines, has demanded we go to the Kalahari Desert, which is too hot for bears.</i>	
	Multi-Clausal Sentences <i>After eating dinner, I washed up but didn't put the plates away.</i>	
	<i>Just as the clock struck one, she ran in, whereas her friend sauntered in 5 minutes later.</i>	

I can use adverbs/adverbials (of time and place) effectively to add detail, qualification and precision	At 9 o'clock, the teacher walked in. John pulled with all his might on the rope. I strode into the classroom.	Put 2 or 3 adverbial phrases into one sentence After lunch, I walked at a fast pace to the school. Like tired soldiers, the boys marched slowly home.
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	<p><i>As quick as Usain Bolt,</i> Jane sped after the thief.</p>	
<p>I can use expanded noun phrases effectively to add detail, qualification and precision</p>	<p>Use pre and post modifiers (prepositional phrases)</p> <p><i>blue shirt with short sleeves</i></p> <p><i>tall tree by the river</i></p> <p><i>angry man from London</i></p> <p><i>Interesting book on the table.</i></p>	<p>Use ambitious qualifiers</p> <p><i>Infinite supplies of delicious ice cream</i></p> <p><i>Legions of soldiers in their shining armour</i></p> <p><i>Copious amounts of tasty cakes with beautiful icing</i></p> <p><i>A sparse number of trees with withered branches</i></p> <p><i>The majority/minority of young people in the city</i></p>