Punctuation pathway Grammar and sentence pathway

|  |  |
| --- | --- |
| **Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. “Stop!” screeched Mum.**  Not expected Expected Exceeding | **Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning.**  Not expected Expected Exceeding |
| **A semi-colon or dash to mark the boundary between the independent clauses (for example: It’s raining; I’m fed up)**  Not expected Expected Exceeding | **Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.**  Not expected Expected Exceeding |
| **Commas to clarify meaning or avoid ambiguity.**  Not expected Expected Exceeding | **Use passive verbs to effect the presentation of information in a sentence.**  Not expected Expected Exceeding |
| **Colons to introduce speech in play scripts**  Not expected Expected Exceeding | **Construct a variety of effective similes and metaphors.**  Not expected Expected Exceeding |
| **Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**  Not expected Expected Exceeding | **Use the perfect form of verbs to mark relationships of time and cause.**  Not expected Expected Exceeding |
| **A colon to introduce a list and use of semi-colons within lists.**  Not expected Expected Exceeding  Not expected Expected Exceeding | **Use expanded noun phrases to convey complicated information concisely.**  Not expected Expected Exceeding |
| **Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.**  Not expected Expected Exceeding | **Use model verbs or adverbs to indicate degrees of possibility.**  Not expected Expected Exceeding |
| **Apostrophes to mark plural possession**  Not expected Expected Exceeding | **Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.**  Not expected Expected Exceeding |
| **Brackets, dashes or commas to indicate parenthesis**  Not expected Expected Exceeding | **Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections (such as adverbials) or ellipsis)**  Not expected Expected Exceeding |
| **Conventions for punctuating bullet points to list information.**  Not expected Expected Exceeding | **Use further organisational devices to guide the reader (for example, headings, bullet points, underlining)**  Not expected Expected Exceeding |
| **Hyphens to avoid ambiguity**  Not expected Expected Exceeding | **In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action.**  Not expected Expected Exceeding |
| **Ellipsis**  Not expected Expected Exceeding | **Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take.**  Not expected Expected Exceeding |
| **A full stop for abbreviation**  Not expected Expected Exceeding | **Use a range of tenses accurately and consistently**  Not expected Expected Exceeding |
| **Inverted commas and other punctuation to indicate direct speech.**  Not expected Expected Exceeding | **Correctly use first, second and third person.**  Not expected Expected Exceeding |

Terminology

Pupils should be taught to understand and discuss the terms

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, fluent/fluency, personification, cohesion, stressed and unstressed syllables, subjunctive mood, superlative, past progressive verb form, perfect verb form, progressive verb form, subordinating conjunction, coordinating conjunction.

Handwriting

Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility.

Use an unjoined style when appropriate (e.g. for writing an email address or for labelling a diagram)

Develop an increasingly personal style

Always choose the writing implement best suited for the task.

Conjunction- as well as using the conjunctions from Year 5.

If necessary, according to, consequently, nevertheless, whereas