

Punctuation

All classes should have a punctuation pyramid displayed. Generally, punctuation will be taught in conjunction with sentence construction.

Children should also be taught how to read punctuation.

Statutory requirement - Content to be introduced in these year groups

Stage	Objectives	Vocabulary
1. Finger spaces Year 1	Children should learn that spaces are needed between words.	Word, sentence
2. Capital letters and full stops Year 1	Children should learn that capitals are needed for proper nouns, to start a sentence and for the pronoun I. Children should learn to identify when a sentence is complete and end it with a full stop.	Letter, capital letter, sentence, punctuation, full stop, proper noun, pronoun

<p>3. Question marks and exclamation marks</p> <p>Introduction in Year 1</p> <p>Year 2</p>	<p>Children should learn to identify when a question is being asked (recognising question words) and add a question mark.</p> <p>Children should learn to add emphasis to a sentence by adding an exclamation mark.</p>	<p>Question mark, exclamation mark</p> <p>Question words, question, exclamation, statement, command</p>
<p>4. Commas in a list</p> <p>Year 2</p>	<p>Children should learn to separate items in a list using a comma and know that 'and' is used for the final item.</p>	<p>Comma</p>
<p>5. Apostrophes - contractions and singular possession</p> <p>Year 2</p>	<p>Children should learn there are two uses of an apostrophe.</p> <p>Firstly, they are used to indicate a missing letter(s) in contractions and go where the missing letter would be.</p>	<p>Apostrophe, contraction, singular, possession</p>

	<p>Secondly, they are used to show possession. The apostrophe goes before the s when marking singular possession in nouns e.g. the girl's name.</p> <p>Children should learn that an apostrophe is <i>never</i> used to create plurals and are not used in pronouns such as its, theirs, yours, hers etc.</p>	
<p>6. Inverted commas - speech marks</p> <p>Year 3</p>	<p>Children should learn to identify which parts are spoken and to surround it with speech marks.</p>	<p>Inverted commas (speech marks), direct speech</p>
<p>7. Apostrophes - plural possession</p> <p>Year 4</p>	<p>Children should learn that when marking plural possession the apostrophe goes after the s e.g. the girls' name or the ladies' cloakroom.</p>	<p>Apostrophe, plural, possession</p>
<p>8. Inverted</p>	<p>Children should learn how to</p>	<p>Inverted</p>

<p>commas - speech marks</p> <p>Year 4</p>	<p>punctuate direct speech:</p> <ul style="list-style-type: none"> ▪ A new line is needed whenever there is a new speaker; ▪ A capital letter is needed for starting speech; ▪ Punctuation is needed before the speech can be closed (use of either . , ! and ?) e.g. The conductor shouted, “Sit down!” ▪ Where a spoken sentence is split into two parts by the name of the speaker, the spoken words in the second part of the sentence do not need a capital letter e.g. “Hello,” said Sally, “how are you?” 	<p>commas (speech marks), direct speech</p>
<p>9. Commas after fronted adverbials</p> <p>Year 4</p>	<p>Children should learn that commas are needed after fronted adverbials (see Grammar programmes of study for <i>fronted adverbial</i>) e.g.</p>	<p>Comma, fronted adverbial</p>

	<p><u>Later that day</u>, I heard the bad news.</p> <p><u>As soon as he could</u>, Tom jumped off the train.</p>	
<p>10. Commas to clarify the meaning of a sentence</p> <p>Year 5</p>	<p>Children should learn that commas are used to ensure the meaning of a sentence is clear and stops confusion. They do this by grouping and separating words, phrases, and clauses.</p> <p>Children should be clear that they do not put a comma between two sentences (commas splicing); they need to decide to have separate sentences, add a connective or use a semi-colon.</p> <p>They can use commas to separate two or more sentences that are linked by a conjunction e.g. and, or, but.</p>	<p>Commas, phrases, clause</p>

<p>11. Subordinate clauses and parentheses (brackets, dashes and commas)</p> <p>Year 5</p>	<p>Children should learn that a subordinate clause is dependent on a main clause and cannot make sense on its own. They should learn that they are usually marked by commas, but can also be marked by brackets or dashes.</p> <p>Children should learn that parentheses are commas, brackets or dashes, which are used to surround part of a sentence, which adds extra information or an explanation. This part of the sentence does not need to be there for the rest of the sentence to make sense. Generally, brackets are used for adding explanations and dashes for adding detail.</p>	<p>Subordinate clause, commas, brackets, dashes, parentheses, parenthesis</p>
<p>12. Colon and semi-</p>	<p>Children should learn that a colon can be used to open</p>	<p>Colon, semi-colon</p>

<p>colons in lists</p> <p>Year 6</p>	<p>a list and needs a clause before the colon.</p> <p>Children should learn that a semi-colon can be used instead of a comma in an extended list.</p>	
<p>13. Semi-colon, colon and dash to mark independent clauses</p> <p>Year 6</p>	<p>Children should learn that semi-colons are used to join two closely related sentences instead of writing separate sentences. Usually the second clause will expand or explain the first and could have an explanatory connective such as because e.g. Julie went to the wedding; it was her brother's big day or It's raining; I'm fed up.</p> <p>Children should also learn that a semi-colon can also be used to show a contrast between sentences e.g. Most of my friends love rides; I</p>	<p>Colon, semi-colon, dash</p>

	<p>hate them.</p> <p>Children should learn that a colon can be used before an explanation that explains the previous statement. They should know that the part before the colon makes sense as a sentence, but the part after the colon does not need to e.g. I want only one thing: that you should be happy.</p> <p>Children should also learn that dashes can be used to separate an idea from the main clause e.g. You are the friend - the only friend - who offered to help me.</p>	
<p>14. Bullet points to list information</p> <p>Year 6</p>	<p>Children should learn that bullet points are used to draw attention to the important information within a text so that a reader can quickly identify the key</p>	<p>Bullet points</p>

	<p>issues/facts.</p> <p>Children should learn to use them consistently.</p>	
<p>15. Hyphens</p> <p>Year 6</p>	<p>Children should be taught that hyphens can be used to avoid ambiguity e.g. man eating shark versus <i>man-eating shark</i>, or recover versus <i>re-cover</i>)</p>	<p>Hyphen</p>
<p>16. Ellipsis</p> <p>Year 6 Grammar - no reference to ellipsis as we know it (...) in the punctuation section of the National Curriculum</p>	<p>Children should learn that an ellipsis is the omission of a word or phrase, which is expected and predictable e.g.</p> <p>Frankie waved to Bob and <u>she</u> watched him wave back.</p> <p>becomes</p> <p>Frankie waved to Bob and watched him wave back.</p> <p>Or</p> <p>You've got more use for it than I have.</p> <p>instead of</p> <p>You've got more use for it than I have <u>use for it.</u></p>	<p>Ellipses</p>

	<p>Children could also learn that a set of dots (...) can be used to indicate an ellipsis. This could indicate a pause in speech, an unfinished thought, or, at the end of a sentence as a trailing off into silence.</p>	
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Useful Websites to Support Teaching

Capital letters and full stops

<http://roythezebra.com/reading-games-sentence-level.html>

<http://www.bbc.co.uk/skillswise/game/en29punc-game-play-your-caps-right>

<http://www.sheppardsoftware.com/grammar/capitalization.htm>

Question marks

<http://roythezebra.com/reading-games-sentence-level.html>

http://www.saintambrosebarlow.wigan.sch.uk/Lower_Junior_Activities/questions.htm

Identifying and punctuating different sentence types

https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/sentence_detectives/eng/Introduction/default.htm

http://www.bbc.co.uk/schools/teachers/ks2_activities/english/punctuation.shtml

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/punctuation/play/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>

<http://www.iboard.co.uk/activity/Punctuate-Me-Super-Heroes-Complex-Speech-2485>

Commas

<http://www.savethecomma.com/game/>

Inverted commas

<http://www.bbc.co.uk/learningzone/clips/speech-marks/747.html>

Apostrophes

https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes_con_poss/eng/Introduction/default.htm

https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/apostrophes_contract/eng/Introduction/default.htm

<http://www.saintambrosebarlow.wigan.sch.uk/Y3Spelling/apostrophes1y3t2.htm>

<http://www.saintambrosebarlow.wigan.sch.uk/Y3Spelling/apostrophes2y3t2.htm>

<http://www.bbc.co.uk/skillswise/game/en29punc-game-beat-the-clock-apostrophes>

<http://www.e-learningforkids.org/language-arts/lesson/putting-words-together/>

(compounds and contractions)

General

<http://www.northwood.org.uk/literacy.htm>