

Grammar, Punctuation and Spelling Expectations



The current National Curriculum Grammar, Punctuation and Spellings (GPS) expectations have been raised in each year group with many aspects having to be taught at least a year earlier than in the previous curriculum (for example, the use of commas and apostrophes will now be taught in KS1 rather than in KS2). Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.

How we teach this in school

- Grammar and punctuation are explicitly taught and practised daily.
- Pupils learn specific “sentence types” to enable them to apply and practise their grammar knowledge in their own writing.
- Spelling patterns and general rules are taught and practised daily across the curriculum.
- Pupils are given regular opportunities to write at length
- Pupils are expected to apply these writing skills across the Curriculum.

How you can help at home

- Read regularly with your child
- Encourage your child to write freely at home eg shopping lists, postcards, letters, keeping a diary, making a fact sheet, writing stories for friends or family.
- www.oxfordowl.co.uk - This excellent website has loads of ideas for quick and easy ways to help your child with grammar, punctuation and spelling, plus games and activities you can play with your child to support their learning. It also has 250 free eBooks for you to share with your child as well as simple ideas, top tips, activities and games to help your child with their reading at home.
- www.primaryhomeworkhelp.co.uk – A website with a range of resources and games to make GPS and literacy learning fun.
- www.bbc.co.uk/bitesize
- The Literacy Shed has super writing ideas in the form of film, e books and animations.
www.literacyshed.com

The following pages give an overview of GPS expectations for each Year group, the key grammar terminology pupils are expected to understand and use, plus examples of the sentence types taught.

Year 1

Grammatical knowledge and skills	Year	Key Terminology (cumulative)
To reread own writing and check whether it makes sense.	Y1	Sentence Word Letter Capital letter Full stop Question Question mark Punctuation Verb Noun Adjective Connective Conjunction (and, but, or)
To expect reading to make sense and check if it does not.		
To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions		
To use capital letters for the personal pronoun "I", for names and for the first word in a sentence		
To end a sentence with a full stop.		
To add question marks to questions		
To use "and" to join 2 simple sentences.		
To understand other common uses of capitalisation e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis		
To <i>understand</i> and <i>identify</i> "nouns", "adjectives", "verbs" and "connective"		
To use finger spaces between words.		

Year 1 Sentence Types:

A Question sentence- *What will happen next?*

Simile Sentences- *The moon was like a giant white face.*

List sentences- *The boy wore dirty, ripped, scruffy clothes.*

1adjective sentence- *It was an old house.*

2adjective sentence- *It was an old, dusty house.*

Compound sentence- *It began to rain so I looked for shelter.*

Spell common exception words for Year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 2

To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, inverted commas, commas, exclamation marks)	Y 2	Present tense Past tense Tense agreement Commas Exclamation and exclamation marks Singular and plural Inverted commas/speech marks Verb Noun Noun phrase Expanded noun phrase Adjective Connectives
To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.		
To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; To use simple gender forms, e.g. his/her correctly; To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration.		
To use capitalisation for other purposes e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles and emphasis.		
To write in clear sentences using capital letters and full stops accurately.		
To identify inverted commas in reading, understand their purpose and use the term correctly.		
To use a greater variety of connectives to join 2 sentences.		
To use commas to separate items in a list.		
To use exclamation marks to denote strong emotion.		
To <i>understand and use</i> the terms “noun”, “adjective”, “verb” and “connective” <ul style="list-style-type: none"> Noun as a word classes but also as a noun phrase and expanded noun phrase. 		
Introduce verb tables: to be and to have (to support the introduction of tenses).		
To know and use present and past progressive, e.g. I am riding my bike all day today (present progressive). I was riding my bike all day yesterday (past progressive). <ul style="list-style-type: none"> Used to mark actions in progress. The verb ‘to be’ plus an ‘ing’ ending. 		

Year 2 Sentence Types

2 adjective sentence - *The enormous black dog ran towards me, snarling.*

Compound sentence - *It began to rain so I looked for shelter. He was friendly most of the time, but he could be nasty.*

Exclamation sentence- *How exciting it is to paint with glitter!*

Spell common exception words for Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, ass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 3

<p>To use and know the term clause:</p> <ul style="list-style-type: none"> A clause is a group of related words containing a subject and a verb, e.g. the dog is barking When you add punctuation or another clause, it becomes a sentence, e.g. In the morning, the dog was barking loudly because he was hungry. 	Y3	Clause Conjunction Pronouns Prefix Suffix singular Plural 1 st 2 nd and 3 rd person Adverb
<p>To use the term “conjunction” and know how to use it:</p> <ul style="list-style-type: none"> To know that there is more than one type of conjunction Coordinating conjunction is a joining word to make phrases into clauses. 		
<p>To use the term “verb” appropriately and to understand the function of verbs in sentences through:</p> <ul style="list-style-type: none"> Noticing that sentences cannot make sense without them Collecting and classifying examples e.g. <i>run, chase, sprint; eat, consume, gobble</i> 		
<p>To use the term “adjective” appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> Collecting and classifying adjectives, e.g. for colours, sizes, moods 		
<p>To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i>, 		
<p>To extend knowledge and understanding of pluralisation through</p> <ul style="list-style-type: none"> transforming sentences from singular to plural and vice versa, noting which words have to change and which do not noticing which nouns can be pluralized and which cannot, e.g. trousers, rain 		
To secure knowledge of question marks and exclamation marks in reading and writing.		
To use the term “comma” appropriately .Understand function of commas in sentences .		
<p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> beginning to use inverted commas in own writing using capital letters to mark the start of direct speech 		
<p>To identify and use present perfect verb form.</p> <ul style="list-style-type: none"> Present perfect is used to indicate that an action as completed at some point in the past and that the action extends to the present. It is formed with the present tense form of ‘to have’ plus the <i>past participle of the verb</i>, either <u>have</u> or <u>has</u>. E.g. She <u>has</u> gone to lunch. I <u>have</u> played football today and my kit is filthy! 		
<p>To identify and use the past perfect verb form.</p> <ul style="list-style-type: none"> It has formed with the past tense form of ‘to have’ plus the <i>past participle of the verb</i> - always <u>had</u>. E.g. She <u>had</u> played for the team for several years before leaving the country. 		
<p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <ul style="list-style-type: none"> Noting the differences between the singular and plural persons Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts 		
<p>To understand and use the term “adverb”</p> <ul style="list-style-type: none"> Adverbial phrases must be taught using the 4 explanations: <ul style="list-style-type: none"> ✓ how something happens, e.g. <u>Quickly</u>, she leapt forward. ✓ how often it happens, e.g. Dogs need to be walked <u>regularly</u>. ✓ where it happens, e.g. He prefers to walk his do <u>on the moor</u>. ✓ when it happens, e.g. The train will arrive <u>at midnight</u>. 		

Year 3 Sentence Types

Starting with a verb sentence - *Walking, he seemed to have been walking forever.*

If, if , if, then sentences- *If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.*

2 Paired sentence (2 pairs of adjectives) - *Exhausted and worried, cold and hungry, they did not know how much further they had to go.*

Fronted adverbial sentence - *Before the sun came up, he ate his breakfast.*

Spell Year 3 and 4 common exception words.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 4

<p>To understand and use the term “tense” in relation to verbs</p> <ul style="list-style-type: none"> • To know that tense refers to time • To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense • To develop an awareness of how tense relates to purpose and structure of text 	<p>Y4</p> <p>Phrase Clause Adverbial Adverb Apostrophes for possession Prepositions Synonyms</p>
<p>To extend knowledge and understanding of adverbs through:</p> <ul style="list-style-type: none"> • Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> • Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> 	
<p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) • Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) • Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot 	
<p>To use commas to mark grammatical boundaries within sentences Link this to work on editing and revising own writing</p>	
<p>To use apostrophes to mark possession through:</p> <ul style="list-style-type: none"> • Understanding the basic rules for apostrophising singular nouns, e.g. the man’s hat; for plural nouns ending in “s”, e.g. The doctors’ surgery and for irregular plural nouns e.g. children’s playground • Distinguishing between uses of the apostrophe for contraction and possession • To begin to use the apostrophe appropriately in their own writing 	
<p>Commas as punctuation marks</p> <ul style="list-style-type: none"> • To recognise how commas, connectives and full stops are used to join and separate clauses. 	
<p>To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, connectives, to structure an argument, e.g. “<i>If ..., then</i>”, “<i>on the other hand...</i>”, “<i>finally</i>”, “<i>so</i>”.</p>	
<p>Prepositions are words that show the noun’s relationship to another word in the sentence:</p> <ul style="list-style-type: none"> ✓ in ✓ on ✓ at ✓ around ✓ above ✓ near ✓ underneath ✓ alongside ✓ of ✓ for <p>E.g. The puppy is <u>in</u> the basket.</p>	

Y4 Sentence Types

2 paired sentence- *Exhausted and worried, cold and hungry, they did not know how much further they had to go.*

3_ed sentences- *Frightened, terrified and exhausted, they ran from the creature.*

Emotion, comma sentences- *Desperate, she screamed for help*

Personification sentences- *The rain wept down the window.*

First word, last sentences- *Brilliant, the whole day was just brilliant!*

Fronted adverbial sentence- *Before the sun came up, he ate his breakfast*

Spell Year 3 and 4 common exception words.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 5

<p>To construct sentences in different ways, while retaining meaning through:</p> <ul style="list-style-type: none"> • combining 2 or more sentences • re-ordering them • deleting or substituting words 	Y5	Commas to demarcate phrases and clauses
<p>To understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs • consistency of tense and subject • avoidance of double negatives • avoidance of non-standard dialect words 		Apostrophes for contraction
<p>To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.</p>		Simple sentences
<p>To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers.</p>		Compound sentences
<p>To understand the difference between direct and reported speech (e.g. <i>"She said, "I am going"</i> and <i>"She said she was going"</i>) e.g. through finding and comparing examples from reading.</p>		Complex sentences
<p>To use the term "preposition" appropriately and to understand the function of prepositions in sentences.</p>		Articles (a, an, the)
<p>To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.</p>		Antonyms
<p>From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative and the positioning of commas before speech marks</p>		Standard and non-standard English
<p>To extend knowledge, understanding and use of verbs, focussing on:</p> <ul style="list-style-type: none"> • Tenses: past, present, future; investigating how different tenses are formed by using auxillary verbs e.g. have, was, shall, will • Person: 1st, 2nd, 3rd, 		Direct and reported speech
<p>To identify the imperative form in instructional writing and the past tense in recounts. To use this awareness when writing for these purposes.</p>		
<p>Extended punctuation:</p> <ul style="list-style-type: none"> • To use further punctuation marks: colon, semi-colon, dashes, hyphens, brackets. • To use punctuation marks accurately in complex sentences. 		
<p>To ensure that, in using pronouns, it is clear to what or whom they refer.</p>		
<p>To know that relative clauses are a type of subordinate clause. To use <u>relative clauses</u> to give information about the noun, e.g. The actor, <u>who was called Brad</u>, was sleeping. These used to be known as 'drop in' clauses or burger clauses, but they are not always dropped in, e.g. I like the girl, who lives next door.</p> <ul style="list-style-type: none"> • Conjunctions for relative clauses include: <div style="display: flex; justify-content: space-between; padding: 0 20px;"> <div>which</div> <div>who</div> <div>whom</div> </div> <div style="display: flex; justify-content: space-between; padding: 0 20px;"> <div>that</div> <div>those</div> </div> 		
<p>To further investigate clauses through:</p> <ul style="list-style-type: none"> • To use connectives to link clauses within sentences and to link sentences in longer texts. • Identifying the main clause in a long sentence. • Investigating sentences which contain more than one clause • Understand how clauses are connected, e.g. by combining 3 short sentences into 1 		

Year 5 Sentence Types

Relative clause sentence (NOUN, who/ which/ where sentences)- *Snakes, which scare me, are not always poisonous.*

Outside (inside) sentences- *Jonathon said how pleased he was to be at the party. (It wasn't the truth, he longed to be elsewhere.)*

The more, the more sentences- *The more upset she was, the more her tears flowed.*

Short sentences- *Everything failed.*

2 verb ___ing, ___ed sentences- *Walking in the bush, she stopped at the sight of the crocodile.*

Imagine, 3 examples- *Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system there is such a planet.*

2 _ ly sentence- *The worried children ran quickly and purposefully.*

Spell Year 5 and 6 Common Exception Words

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Year 6

<p>To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> Transforming a sentence from active to passive and vice-versa To note and discuss how changes from active to passive affect the word order and sense of a sentence To investigate further the use of active and passive verbs To know how sentences can be re-ordered by changing from one to the other To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i> 	Y6	Subordinate clause Subordinating connective I and me Brackets Ellipses Colons and semi-colons Active Passive
To understand the term “impersonal voice” and to be able to write in this style.		
<p>To understand features of formal official language through, e.g. :</p> <ul style="list-style-type: none"> Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. “<i>Those wishing to ...</i>”, “<i>hereby ...</i>”, “<i>forms may be obtained ...</i>” 		
<p>To know the difference (and use both) subordinating and coordinating conjunctions.</p> <ul style="list-style-type: none"> Subordinating conjunctions convey cause and effect, e.g. Beyonce cried because she fell over during her concert. Subordinating conjunctions are: <ul style="list-style-type: none"> ✓ because ✓ although ✓ until ✓ when ✓ where ✓ unless ✓ while ✓ before 		
<p>To investigate connecting words and phrases:</p> <ul style="list-style-type: none"> collect examples from reading and thesauruses. study how points are typically connected in different kinds of text. classify useful examples for different kinds of text – for example, by position (<i>besides, nearby, by</i>); sequence (<i>firstly, secondly</i>); logic (<i>therefore, so, consequently</i>). identify connectives which have multiple purposes (e.g. <i>on, under, besides</i>). 		
To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.		
<p>To identify and use the subjunctive form.</p> <ul style="list-style-type: none"> Used when talking about events that are not certain to happen. We can use the subjunctive. Using were – subjunctive (instead of was) e.g. <u>if</u> / <u>as if</u> / <u>wish</u> / <u>suppose</u> pronoun <u>were</u>. <ul style="list-style-type: none"> ✓ I would go <u>if</u> I <u>were</u> younger. ✓ She acts as <u>if</u> she <u>were</u> the Queen. ✓ I <u>wish</u> I <u>were</u> King. 		
<p>To identify and use modal verbs (used to change the meaning of other verbs).</p> <ul style="list-style-type: none"> They express meanings such as certainty and possibility. The model verbs are: will, would , can, could, may, might, shall, should, must and ought. E.g. It will be very cold tomorrow. I could go if my mother let me! 		

Year 6 Sentence Types

Description: Detail sentences- *The vampire is a dreadful creature: it kills by sucking all the blood from its victims.*

Adjective, same Adjective sentences- *She was a fast runner, fast because she needed to be.*

3 adjective question sentences- *Thirst, heatstroke, exhaustion- which of these would kill him first?*

Some; others sentences- *Some people love football; others just can't stand it.*

Irony sentences- *Our 'luxury' hotel turned out to be a farm outbuilding.*

Name – adjective pair – sentences- *Little Tim – happy and generous – was always fun to be around.*

When____; when____; when____, then____. Sentences- *When I hear the sounds of the beasts cry; when I start to quiver; when I lose my courage, then I know I am not safe.*

Imagine Sentence - *Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system there is such a planet.*

Spell Y5+6 Common Exception Words

(See Year 5 pages)