

KS1 Grammar and Punctuation

Terminology *(should be daily part of 'reconnects' before a new lesson):*

Year 1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Spoken language *(Teachers to provide opportunities to rehearse these skills as often as possible i.e. through drama or poetry readings):*

Participate in performances and improvisations (drama)

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Purpose	Text type	Grammar Year 1 and Year 2	Punctuation Year 1 and Year 2
Writing to entertain	Story	<ul style="list-style-type: none"> • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Use exclamation sentences where appropriate. • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces • Capital letters for names and for 'I' • Writing in the present tense or past tense consistently • Progressive form of verbs (either present or past) • Adverbs 	<ul style="list-style-type: none"> • Full stops • Capital letters for beginning of sentences • Begin to use inverted commas to mark direct speech where appropriate. • Use exclamation marks, particularly in relation to speech • Apostrophes for contractions • Question marks particularly in relation to speech
	Descriptions (e.g. character and settings)	<ul style="list-style-type: none"> • Use expanded noun phrases which add detail to description. • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Sequencing sentences • Finger space 	<ul style="list-style-type: none"> • Apostrophes for singular possession • Commas for lists • Full stops • Capital letters for beginning of sentences • Capital letters for names and for 'I'
	Poetry	<ul style="list-style-type: none"> • Use expanded noun phrases which add detail to description. • Alliteration • Repetition • Rhyme 	<ul style="list-style-type: none"> • Use capital letter for first person 'I' • Lines end with a full stop, comma or exclamation mark
	Diary	<ul style="list-style-type: none"> • Use expanded noun phrases which add detail to description. • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Subordinating conjunctions to link two main ideas: when, if, that, because. • Time conjunctions (adverbials of time) • Sequencing sentences • Finger space • Capital letters for names and for 'I' 	<ul style="list-style-type: none"> • Use capital letter for first person 'I' • Lines end with a full stop, comma, question mark or exclamation mark

Writing to persuade	Leaflet	<ul style="list-style-type: none"> • Rhetorical questions • Command, statement and exclamation sentences • Use expanded noun phrases which add detail to description. • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Subordinating conjunctions to link two main ideas: when, if, that, because. • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Question marks particularly in relation to speech • Commas in a list • Exclamation marks • Full stops • Capital letters for beginning of sentences
	Letter (formal)	<ul style="list-style-type: none"> • Formatting of a letter – e.g. address and Dear... • Rhetorical questions • Command, statement and exclamation sentences • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Subordinating conjunctions to link two main ideas: when, if, that, because. • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Use capital letter for first person 'I' • Question marks particularly in relation to speech • Commas in a list • Exclamation marks
	Speech	<ul style="list-style-type: none"> • Writing in the present tense or past tense consistently • Progressive form of verbs (either present or past) • Rhetorical questions • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Use capital letter for first person 'I'
Writing to inform	Non-chronological report	<ul style="list-style-type: none"> • Time conjunctions (adverbials of time) • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Subordinating conjunctions to link two main ideas: when, if, that, because. • Use expanded noun phrases which add detail to description. • Technical vocabulary related to the subject matter • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Full stops • Question marks • Apostrophes for singular possession • Capital letters for beginning of sentences
	Recount	<ul style="list-style-type: none"> • Writing in the present tense or past tense consistently 	<ul style="list-style-type: none"> • Full stops • Apostrophes for contractions

	<ul style="list-style-type: none"> • Progressive form of verbs (either present or past) • Time conjunctions (adverbials of time) • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Capital letters for beginning of sentences
Explanation	<ul style="list-style-type: none"> • Subordinating conjunctions to link two main ideas: when, if, that, because. • Adverbs • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Commas for lists • Full stops • Capital letters for beginning of sentences
Instructions	<ul style="list-style-type: none"> • Subordinating conjunctions to link two main ideas: when, if, that, because. • Coordinating conjunctions to link two main ideas (Yr2: or, and, but. Y1: and) • Constructing a sentence to convey meaning • Sequencing sentences • Finger spaces 	<ul style="list-style-type: none"> • Commas for lists • Full stops • Capital letters for beginning of sentences