

Joining two words

Often used when using two words to describe something.

'And' connects the two words.

The crossing was black and white.



Capital letter at the start.

Full stop ends the sentence.

Joining two clauses together

Here are two clauses of equal value (they make sense by themselves):

We saw a brown dog.  
It chased a black cat.

We can connect both ideas to form one sentence.

'and' connects the two clauses.

We saw a brown dog and it chased a black cat.



Capital letter at the start.

Full stop ends the sentence.

Questions

A question mark is used when the sentence forms a question:



Are you going to cross the road?

Exclamation

Sentences that show strong feeling beginning with 'How' or 'What':



What a large snake!

Fearful

What you should know be able to do by the end of Year 1

- How to combine words to make sentences.
- Joining words and clauses using *and*.
- Be able to use sentences to form short narratives.
- Separate words with spaces .
- Learn to use capital letters, full stops, question marks and exclamation marks to separate sentences.
- Use capital letters for names.

Vocabulary

Letter	A letter is one of the characters that make up the alphabet.
Capital letter	Upper case letter used at the start of a sentence or for names of people and places.
Word	A unit of language that speakers can identify.
Sentence	A group of words that communicate a complete thought .
Punctuation	Markings that clarify sentences .
Full stop	Punctuation mark (.) normally placed at the end of a statement (sentence that tells you something).
Question mark	Punctuation mark (?) placed at the end of a sentence to indicate a question.
Exclamation mark	A punctuation mark (!) used after an exclamation.
Pronoun	Word that is used in place of a noun or noun phrase (she, he, his, hers, ours).
Verbs	A verb show actions like movement or thinking.
Coordinating conjunction	Word that serves to connects words or phrases or clauses or sentences that would also make sense on their own.
Clause	A clause is a group of words with a subject and verb.
Subject	Who or what the clause is about e.g. who performs the action.

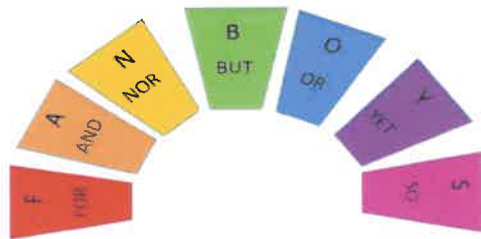
Capital letters

Capital letters are used to start sentences, names of people and places, days of the week and months of the year:  
We like eating fish and chips. Daniel, Rachel, England, Ropsley.  
Monday, Tuesday, February, August.

Vocabulary

Co-ordinating conjunctions

Words that connect two phrases or **clauses** of equal weight (they make sense by themselves).



I wanted to ride my bike. The tyre was flat.  
Becomes  
I wanted to ride my bike, **but** the tyre was flat.

Subordinating conjunctions

Words used at the start of a subordinate clause (a clause that needs the main clause in order for it to make sense).



We went to London **when** I was seven.  
Main clause (makes sense by itself).

**After** the film, we went shopping.

Adjective	A word that adds more information about a noun.
Apostrophe	Punctuation mark used to show possession or omission.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Command	Tell you to do something. Often urgent and short. <i>Get in the car.</i>
Exclamation	Begins with 'How' or 'What'. Full sentence with a verb, showing strong emotions eg shock, excitement.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening now.
Question	Sentences that ask something or show doubts. <i>Is that your car?</i> End with question mark.
Statement	Sentence that claims something as truth. <i>My car is blue.</i> Ends with full stop.

Expanded noun phrases



Commas in a list

Commas are used to separate items in a list.  
For example:  
**In this lesson I must have a pencil, scissors, paper and ruler.**  
Note: The last item on the list is always separated by 'and'.

Apostrophes

Apostrophes show singular possession:  
The girl's hat. (The hat belongs to the girl).

End of Year 2 expectations.

- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Expanded noun phrases for description and specification.
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Correct choice and consistent use of present tense and past tense throughout writing.
- Use of the progressive form of verbs in the present and past tense to mark actions in progress.
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Commas to separate items in a list.
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.

**The Tenses**  
The tense of the verb shows if something is happening in the present, past or future.  
The diagram shown below will be used in the tense descriptions:

4. Present progressive → Mahmoud is studying right now.

5. Past progressive → Mahmoud was studying when they came.

6. Future progressive → Mahmoud will be studying when you come.

Adverbs	Conjunctions	Prepositions
Modify verbs, adverbs, adjectives and clauses.	Link words and phrases together.	Describe time, location and place.
Then Next Yesterday Soon Lately Frequently Later Now	when because before while so until yet if	Before After During Above Below Besides Due to With
<b>Yesterday</b> , we went to the zoo.	I don't like pizza <b>because</b> of the cheese.	We will leave <b>after</b> lunch.

Vocabulary	
Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Begins with 'How' or 'What'. Full sentence with a verb, showing strong emotions eg shock, excitement.
Paragraph	Connected sentence about one idea or theme.
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening right now.
Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.
Inverted commas	Punctuation used to show what has been spoken or said.
Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.

Paragraphs

- **Time**- start a new paragraph for a different time period.
- **Place**- start a new paragraph for each new place.
- **Topic**- start a new paragraph for each new topic, idea or subject.
- **Person**-start a new paragraph for each new person or change of speaker in a dialogue.

**In non-fiction, a paragraph represents a group of sentences with a common theme.**

**Headings** are written at the beginning of a piece of writing and explain what it is about.  
**Sub-headings** divide a piece of writing up into smaller sections. The sub-heading guides the reader and tells them what the paragraph will be about.

Speech

Direct speech.

Opens with inverted commas which are placed around what is being said.

"I don't like the zoo," said Alfred.

What you should be able to do by the end of year 3

- Expressing time, place and cause using conjunctions, adverbs or prepositions.
- Introduction to paragraphs as a way to group related material.
- Use headings and sub-headings to aid presentation.
- Use of the present perfect form of verbs instead of the simple past.
- Introduction to inverted commas to punctuate direct speech.

**The Tenses**

The tense of the verb shows if something is happening in the present, past or future. The diagram shown below will be used in the tense descriptions:

Tense	diagram	Examples
Simple present	←xxxxx↑xxxx→	Mahmoud studies every day.
Simple past	←x↑→	Mahmoud studied last night.
Simple future	←↑x→	Mahmoud will study tomorrow.

Fronted adverbials		
Time	Location	Feelings/manner
Today, Yesterday, On Monday, In the blink of an eye, Later, Recently, In June, After dusk,	Over the mountain, In the distance, On the shore, In the house, Down the stairs, Outside, Around the corner, On the boat,	Anxiously, In a flash, Suddenly, Nervously, Curiously, Joyfully, Frantically, As fast as she could,

Fronted adverbials

A sentence that includes a fronted adverbial is used to guide the reader and used to describe the action that follows. Normally when or where something is happening.

Earlier today, I ate my cereal.



Creating expanded noun phrases to develop a clear picture.

Noun	Dragon
Determiner	The dragon
Adjectives (comma between the adjectives)	The fearsome, mighty dragon.
Prepositions or use "with" to add further information.	The fearsome, mighty dragon sailed across the sky. The fearsome, mighty dragon with razor sharp fangs.

Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Adverbial	A group of words that can function as an adverb.
Command	Tells you to do something. Often urgent and short. Get in the car.
Exclamation	Begins with 'How' or 'What'. Full sentence with a verb, showing strong emotions eg shock, excitement.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Paragraph	Connected sentence about one idea or theme.
Preposition	Shows the relationship between words, usually describe the position of something, the time when something happens and the way in which something is done .
Question	Sentences that ask something or show doubts. Is that your car? Ends with a question mark.
Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.
Reporting clause	A clause which indicates that you are talking about what someone said or thought (said, asked, shouted).

articles

demonstratives

possessives

quantifiers

numbers

question words

a boy, an orange, the cat

this apple, that car, these shops, those girls

his hat, her homework, my book, their house

some rice, each word, every box

one chair, two men, three dogs

which bag, what letter, whose computer

Determiners go before a noun to identify it in further detail.

## Paragraphs

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In non-fiction, a paragraph represents a group of sentences with a common theme.

## Pronouns

A function word used in place of a noun or noun phrase.

They can be used to avoid repetition whilst maintaining clarity in writing.

Sandra went to the beach. Sandra met Molly, Rebecca and Susan at the beach and Sandra, Molly Rebecca and Susan bought an ice-cream.

Better if...

'She' represents Sandra.

'there' refers to the beach

Sandra went to the beach. She met Molly, Rebecca and Susan there and they bought an ice-cream.

'they' now refers to the collective of Molly, Rebecca and Susan

## Apostrophe for omission

Words that are contracted to require an apostrophe for the omitted words (letters removed)

I am → I'm

do not → don't

Would not → wouldn't

Contracted words often indicate informal language.

## Direct speech

Report of the exact words used by the speaker.

"Sit down!" said the bus driver.

Reporting clause

The bus driver said, "Sit down!"

Comma after reporting clause

## Apostrophe for possession

Using an apostrophe for possession indicates that something is owned by someone.

If the coat belongs to Susan.

Followed by an s

Apostrophe

Susan's coat.

## End of year expectations

- To expand noun phrases with the addition of modifying adjectives, nouns and prepositional phrase.
- Use fronted adverbials.
- Use paragraphs to organise ideas around a theme.
- Make appropriate choice of pronoun or noun within and across sentences to aid cohesion.
- Use a comma after fronted adverbial.
- Use apostrophes for possession and omission.
- Use inverted commas after the reporting clause.

**Relative clause**

A type of subordinate clause used to adapt, modify or describe a noun. Creates a clearer picture and often starts with a relative pronoun: *who, which, where, when, whose, that*.

Examples: Each sentence has a main clause followed by subordinate. Relative pronoun starts the subordinate.  
That's the girl who lives near us.

I live in Ropsley, which has a lovely church.

They can also be regularly used as an embedded clause:  
 Walter Tull, who was a celebrated war hero, died in 1918 at the battle of Somme.

Embedded clause is 'framed' within commas.

**Modal auxiliary verbs**

Modal verbs provide clarity of instruction allowing us to understand the level of possibility..



**Vocabulary**

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**Commas to clarify meaning**

Commas are used to separate parts of sentence when it is important.

Without them this sentence can be misleading.

*Let's eat Grandpa!*

*Suggests we are going to eat Grandpa.*

*Let's eat, Grandpa!.*

*Suggests we are going to eat something with Grandpa.*

### Building cohesion within and across a paragraph

Transitional phrases and fronted adverbials allows us to show relationships between ideas, logically connect sentences and paragraphs. It signals how the reader should process the information and makes writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.

Transitional phrases		
<b>1A. Time and sequence</b>	<b>1B. Time and sequence</b>	<b>2. Conclusion</b>
First	Initially	In conclusion
Second	Soon	In closing
In addition	Previously	In summary
After	Meanwhile	Consequently
Next	During	Therefore
Finally	Ultimately	In the end

Fronted adverbials		
Time	Location	Feelings/manner
Today,	Over the mountain,	Anxiously,
Yesterday,	In the distance,	In a flash,
On Monday,	On the shore,	Suddenly,
In the blink of an eye,	In the house,	Nervously,
Later,	Down the stairs,	Curiously,
Recently,	Outside,	Joyfully,
In June,	Around the corner,	Frantically,
After dusk,	On the boat,	As fast as she could,

### Punctuation bracket vs dashes

Parenthesis adds extra information to a sentence often an explanation that is separate to the sentence. Each one is used for a slightly different emphasis.  
Example:

Dashes highlight what is written between them.

**Erin - brave and fearless- stood her ground in front of the monster.**

Brackets are often used to downplay (make information seem less important) the information.

**We have evidence (obtained from a number of sources) that dinosaurs roamed the earth thousands of years ago.**

If the information within brackets or parenthesis was removed, the sentence would still make sense.

### End of year expectations

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun .
- Indicating degrees of possibility using adverbs or modal verbs .
- Devices to build cohesion within a paragraph.
- Linking ideas across paragraphs using adverbials of time and place, number or tense choices.
- Brackets, dashes or commas to indicate parenthesis .
- Use of commas to clarify meaning or avoid ambiguity.

## Passive vs active sentences

In the majority of cases a sentence requires three elements: subject, verb and an object.



Subject is normally the person or thing that is carrying out the action.

Object is normally involved in the action in some way.

Important note: In this area the object can be a person.

Passive voice often 'disguises' the agent and is not specific when it is important or preferable to be non-specific. Can be useful in suspense writing.

The tax was increased to cover the cost.

↑      ↑      ↑      ↑      ↑

The tax is the subject.      Increasing is the action.

Passive voice requires an auxiliary verb for example: *is, was, will, are.*

Active voice makes it clear who has completed the action.

**I will increase taxes to cover the cost**

↑      ↑      ↑      ↑      ↑

The raiser of taxes becomes the subject.      The action is still done to the taxes.

**Cheat tip:**

If you can add 'by aliens' after the verb and it still makes sense, it's probably a passive sentence.

## Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs.
Adverbial	A group of words that can function as an adverb.
Antonym	A word that has the exact opposite meaning of another word.
Bullet points	Organisation device used to list short phrases or items.
Ellipsis	Punctuation (...) that shows where words are left all or to create a cliff-hanger.
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Synonym	A word that means the same thing as another word.
Verb	A verb is the part of speech that indicates what something does, or what it is

## Subjunctive voice

The subjunctive is a specific verb form used to express when something is wished rather than an actual situation.

It is often used to express a desirable situation.

**If I were you, I wouldn't climb that tree.**

Auxiliary verb 'were' is used in the subjunctive, it is often confused with 'was'.

## Building cohesion within and across a paragraph

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Transitional phrases		
<b>1A. Time and sequence</b>	<b>1B. Time and sequence</b>	<b>2. Conclusion</b>
After	Meanwhile	Consequently
Next	During	Therefore
Finally	Ultimately	In the end
<b>3. Illustration</b>	<b>4. Change of direction</b>	<b>5. Emphasis</b>
As an illustration	Although	Notably
Such as	But	Moreover
Including	Instead	Most important

## Using hyphens

Hyphens are used to avoid confusion being caused by certain words or phrases::



Man eating shark



Man-eating shark

## End of year expectations

- Use of the passive to affect the presentation of information in a sentence.
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Layout devices, such as headings, subheadings, columns, bullets, or table.
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Use of the colon to introduce a list and use of semi-colons within lists.
- How hyphens can be used to avoid ambiguity.

## Using punctuation to separate clauses

Semi Colons (;), colons (:) and dashes can be used to separate the boundary between two clauses.

Description: detail sentences.

**Bats are excellent hunters: they track small insects using echo-location.**

The first section describes the subject and the second adds extra detail.

A semi colon can be used in place of a conjunction where we want the writing to flow where the clauses are closely related.

**We lost the ball too many times and we lost the game**

Becomes:

**We lost the ball too many times; we lost the game.**

A dash is often best used to summarise:

**The use of nuclear weapons during World War 2 is much debated and discussed—in short, it was a divisive event.**

## Colons and semi-colons within lists.

If you want to list items in a list when the items are longer than one word.

**CV Raman was an Indian scientist whose achievements included: becoming the first non-white winner of the Noble prize for physics; understanding the way acoustics work in instruments and the way light scatters (known as the Raman Effect).**