

Church Aston Infant School



Grammar Scheme of Work

March 2018



Contents

GRAMMAR AND PUNCTUATION SCHEME OF WORK 3

Date Document Created	Date approved by Governing Body	Date of next Policy Review
January 2014	4 February 2014	January 2015
Reviewed: March 2016	8 March 2016	January 2017
Reviewed: March 2017	21 March 2017	March 2018
Reviewed: March 2018	28 March 2018	March 2019

Grammar and Punctuation Scheme of Work

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
R	To use finger spaces between words	To know words are ordered from left to right Sequence words in a simple		To use a capital letter for their own name	letter, capital letter word full stop
1	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
2	Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. <i>whiteboard, superman</i>) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) 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 (e.g. <i>she is drumming, he was shouting</i>)	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	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma