

Rendell Grammar & Punctuation Tracker



Word Structure
Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)
Suffixes that can be added to verbs (eg. helping, helped, helper)
How the prefix un- changed the meaning of verbs and adjectives (e.g. unkind or untie the boat)
Formation of nouns using suffixes such as –ness, –er
Formation of adjectives using suffixes such as –ful, –less
Use of the suffixes –er and –est to form comparisons of adjectives and adverbs
Formation of nouns using a range of prefixes , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>
Use of the determiners a or an according to whether the next word begins with a consonant or vowel (e.g. <i>a</i> rock, <i>an</i> owl)
Word families based on common words (<i>graph</i> : photograph, graphic, autograph)
The grammatical difference between plural and possessive –s including the use of the apostrophe
Standard English forms for verb inflections (<i>we were</i> instead of <i>we was</i>)
Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)
Adding prefixes to change the meaning of the verb (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>)
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged or claimed in formal speech or writing).

Sentence Structure
How words can combine to make sentences
How and can join words to create compound sentences
Subordinating conjunctions (using when, if, that or because)
Coordination conjunctions (using or, and, but)
Expanded noun phrases for description and specification (e.g. the blue butterfly)
Sentence types : statement, question, exclamation and command.
Expressing time and cause using conjunctions (when, before, after, while, because), adverbs (then, next, soon, so) or prepositions (before, after, during, in, because of)
Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition
Fronted adverbials
Use a variety of coordinating and subordinating conjunctions
Relative clauses beginning with a relative pronoun : who, which, where, why or whose
Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)
Use of the passive voice to affect the presentation of information in a sentence (e.g. The man kicked the ball vs the ball was kicked by the man)
Expanded noun phrases to convey information concisely (e.g. <u>the boy that jumped over the fence</u> is over there)
The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He is your friend, isn't he? or the use of the subjunctive form in formal writing)

Text Structure
Sequencing sentences to form short narratives
The consistent use of the present tense versus past tense throughout texts
Use of the continuous form of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting)
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the perfect form of verbs to mark relationships of time and cause (I <u>have written</u> it down so we can check what he said).
Use of paragraphs to organise ideas around a theme
Appropriate use of pronoun or noun across sentences
Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly)
Using subordinate clauses varying their position in sentences.
Linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, or the use of adverbials: on the other hand, in contrast)
Understanding of all verb tenses (simple past, present and future; continuous and perfect)
Understanding the terms synonym and antonym and the use of to improve word choices

Punctuation
Separation of words with spaces
Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Capital letters for names and for the personal pronoun
Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark contractions (e.g. have not becomes haven't)
Introduction to speech marks to punctuate direct speech
Use of speech marks to punctuate direct speech
Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' books)
Use of commas after fronted adverbials (e.g. Later that day, I heard the news)
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma
How hyphens can be used to avoid ambiguity

Terminology
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark and exclamation mark
Verb, tense (past and present), conjunction, adjective, noun, suffix, root word, apostrophe, comma
Word family, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause
Pronoun, possessive pronoun, adverbial, coordinating and subordinating conjunctions
Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, subordinate
active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon

Key
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

