

Colour coding is only to differentiate between different aspects that are present in one sentence

| Exemplification of Sentence and Punctuation elements of the National Curriculum |   |   |
|---|---|---|
| Yr Grp  | NC - English Appendix 2: Vocabulary, grammar and punctuation<br><b>Sentence and Punctuation only</b>  | Examples based on text from HfL narrative suggestions   |
| 1   | How <b>words</b> can combine to make <b>sentences</b><br>Separation of <b>words</b> with spaces   | <b>Handa's Surprise</b> Handa put the mango into the basket and went for a walk.  |
|   | Joining <b>words</b> and joining <b>clauses</b> using and<br>Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentence   | <b>Handa's Surprise</b> <b>W</b> here did all the fruit go? <b>W</b> ho do you think took the fruit?<br><b>H</b> anda was shocked to find the basket empty!   |
| 2   | <b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)  | On My Way Home I was on my way home <b>when</b> a giant stepped over the houses in Tile Street <b>and</b> scooped me up. I was terrified <b>but</b> I didn't show it. What should I do? I could try to talk to him <b>because</b> everyone knows that giants aren't all bad.  |
|   | Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  | <b>The Smartest Giant In Town</b> George was not always the <b>smartest giant</b> in town. He has been seen in <b>dirty and torn coats</b> and <b>ripped trousers</b> . George knew he was a <b>scruffy old giant</b> but he didn't know what to do about it.   |
|   | - <b>How the grammatical patterns in a sentence indicate its function as</b> a statement, question, exclamation or command<br>- Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate <b>sentences</b> . | <b>Traction Man</b> <b>H</b> e is the best man for the job! ( <b>Statement</b> )<br><b>S</b> hould <b>T</b> raction <b>M</b> an even try to rescue the spoon? ( <b>Question</b> )<br><b>H</b> ow amazing that scrubbing brush is! ( <b>Exclamation*</b> )<br><b>T</b> he evil pillows ran for their life! ( <b>Exclamation</b> common usage in writing)<br><b>Y</b> ou need to rescue the sponge but you must do it now! ( <b>Command</b> ) |
|   | Commas to separate items in a list.   | <b>Meerkat Mail</b> Meerkats love their family and they do everything together. They play, sleep, eat and read books together.<br>You can watch them play but you will need to wear sand coloured clothes, sneak up on them quietly and remember not to talk.   |
|   | <b>Apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns [for example, the girl's name]  | <b>Don't let the pigeon drive the bus!</b> <b>D</b> on't let the pigeon drive the bus!<br>Why <b>s</b> houldn't you let him?<br>Well <b>l</b> et's think about that because the bus <b>d</b> river's instructions were quite clear.<br>The <b>p</b> igeon's wings would not be able to hold the steering wheel very well.   |
| 3   | Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],  | <b>I'll Take you to Mrs Cole</b> <b>W</b> hen my mum came home from work, she found the paint I had splashed on the carpet. "I'll take you to Mrs Cole's" were the first words out of her mouth <b>because</b> that's what she always threatens me with.<br><b>A</b> fter I had apologised, I cleaned the carpet.   |
|   | Expressing time, place and cause using <b>adverbs</b> [for example, then, next, soon, therefore],   | <b>The Three Little Pigs and the Big Bad Wolf</b> It was an ordinary day <b>then</b> just one sneeze changed it <b>forever</b> .<br>I only wanted a cup of sugar but how was I to know that the house was made of straw?<br>Everyone knows I have hayfever <b>therefore</b> it was an accident waiting to happen.<br>I didn't realise at that point that other pigs would <b>soon</b> lose their houses.                                    |
|   | Expressing time, place and cause using <b>prepositions</b> [for example, before, after, during, in, because of]   | <b>The Iron Man</b> He stands <b>on</b> the cliff <b>in</b> the darkness, watching the sea.<br>Before the Iron Man took another step, the world went quiet.<br>It had been a few hours <b>since</b> he stepped off the cliff and plunged <b>into</b> the sea.   |
|   | Introduction to <b>inverted commas</b> to <b>punctuate</b> direct speech  | <b>The Pirate Cruncher</b> Captain Purplebeard bellowed out of the window, "Treasure lads. Treasure is on the horizon!"   |
| 4   | Noun phrases expanded by the addition of <b>modifying adjectives, nouns</b> and <b>preposition phrases</b> (e.g. the teacher expanded to: the strict maths teacher with curly hair)   | <b>The Ice Palace</b> "Turn your face <b>into</b> the <b>east wind</b> , .....you would see <b>Ivan's land</b> . It is a <b>land where...</b> " <b>cunning</b> <b>wolves</b> with a <b>keen sense of hearing</b> roam <b>freely</b> through the <b>treacherous</b> mountains.   |
|   | <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]<br><b>Use of commas after fronted adverbials</b>   | <b>Harry Potter and the Philosopher's Stone</b> In a distant land, a place that not many people visit ..... <b>Following</b> the meeting of minds, Harry ..... <b>With increasing speed</b> , the snitch avoided the eager hands.   |
|   | Use of <b>inverted commas and other punctuation</b> to indicate <b>direct speech</b> [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]                              | <b>Voices in The Park</b> "Keep your distance from that scruffy mongrel," ordered Charles' mum.<br>"Don't worry mum," said Charles, "He's harmless."  |
|   | <b>Apostrophes to mark plural possession</b> [for example, the girl's name, the girls' names]   | <b>The Cloud Tea Monkeys</b> The Cloud Tea <b>monkeys'</b> baskets were full to the brim. All around the plantation, the <b>girls'</b> and the <b>women's</b> baskets were overflowing.   |

Colour coding is only to differentiate between different aspects that are present in one sentence

| Yr Grp | NC - English Appendix 2: Vocabulary, grammar and punctuation<br><b>Sentence and Punctuation only</b>  | <b>Examples based on text from HfL narrative suggestions</b>  |
|--------|---|---|
| 5      | <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun   | <b>Beowulf</b> The warrior Beowulf, whose courage knew no bounds, led his men into the battle. Without fear, they arrived at the moment which would change their lives forever. Beowulf, the hero of the Geats, was fatally wounded in battle. [omitted relative pronoun 'who' i.e. Beowulf, who was the hero of the Geats, was fatally wounded in battle.  |
|        | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  | <b>The London Eye Mystery</b> If one revolution of the London Eye takes 30 minutes, you would expect the occupants to emerge from the pod exactly 30 minutes after they had entered it. However, what should happen and what actually happened were two different things. Perhaps it was an elaborate illusion. It must have been a trick.  |
|        | Brackets, dashes or commas to indicate parenthesis  | <b>Alice in Wonderland</b> Alice tried desperately to squeeze through the door – the one that had been enormous only a few minutes ago – but it was hopeless. She picked up the bottle (the one marked 'drink me') and sniffed the contents. The Mad Hatter began the song, the really annoying one, for the seventh time.  |
|        | Use of commas to clarify meaning or avoid ambiguity   | <b>The Wolves of Willouby Chase</b> The wolves were focusing on eating their young cubs and hunting for more food. Or The wolves were focusing on eating, their young cubs and hunting for food.  |
| 6      | - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].<br>-   | <b>Skellig</b> Passive: The garage had been left open and the mess inside could be seen by anyone walking by. Rather than the active. He had left the garage open and the people walking by could see the mess. Passive: The room was lit up and a dark shape could be seen scuttling across the floor. Rather than the active: A torch lit up the room and they saw a dark shape scuttling across the floor.   |
|        | - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | <b>Noah Barleywater Runs Away</b> If a boy were to run away, where would he go? In his head he could hear his sister saying, 'I would stay right where you are if I were you'. His mother would demand that he return home immediately but he nevertheless he had to leave.   |
|        | - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]<br>- Use of the colon to introduce a list and use of semi-colons within lists  | <b>The Arrival</b> He had only recently arrived in this foreign land but he found massive differences, the food tasted strange, the people spoke in a language he had never heard before, the buildings were odd shapes and he felt lost amongst it all. It was an odd day, he felt scared. He should try to find somewhere to stay – somewhere he would be safe. He knew one thing for certain, his courage would bring him closer to his wife and daughter.                   |
|        | - Punctuation of bullet points to list information  | A bullet ( • ) is a symbol used to introduce items in a list. For example:<br>• Item 1<br>• Item 2<br>• Item 3<br>Bulleted items – known as "bullet points" – may be short phrases, single sentences, or of paragraph length. Bulleted items are not usually terminated with a full stop but you can punctuate the last item with a full stop. It is correct to terminate a bullet point with a full stop if the text within that item consists of one 'full' sentence or more. |
|        | - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover   | He was a hard-working boy. [a boy who works hard)<br>He was a hard working boy. [a boy who is hard and works]   |

\*Definition from 2016\_KS1\_EnglishGPS\_framework\_PDF – 4.4.2 'For the purposes of the English grammar, punctuation and spelling test, an exclamation is required to start with What or How e.g. What a lovely day! What a beautiful painting that is!'