



Component	Early	First	Second
Full Stops			
Use of full stops to end statements	P1		
Use of full stops in initials e.g. J.K. Rowling		P4	
Use of full stops in abbreviations e.g. Mon.		P4	
Capital Letters			
Use of capital letters to begin sentences	P1		
Use of capital letters for proper nouns	P1		
Use of capital letters for adjectives derived from proper nouns e.g. Scottish		P4	
Use of capital letter for the pronoun "I"	P1		
Use of capital letters for book titles		P3	
Use of capital letters for emphasis e.g. WATCH OUT!		P4	
Use of capital letters for names of deity, special days and names of institutions		P4	
<i>Capital letters are not necessary for points of the compass and seasons of the year</i>			
Question Marks			
Use of question marks at the end of sentences that ask for information e.g. Why are you doing this?		P2	
<i>Question marks are not needed when using indirect speech e.g. The captain was asked if he was fit to play.</i>			
Exclamation Marks			
Use of exclamation marks to show strong feeling		P3	
Commas			
Use of commas to separate items in a series and number values e.g. Three thousand, four hundred and fifty-five		P3	
Use of commas to separate a word/words used in a sentence for further explanation e.g.			P6



Mary, the golden haired girl, won the medal.			
Use of commas before joining words when they join two main clauses e.g. He wanted to travel to China, but he wanted to learn the language first.			P6
Use of commas to separate main and subordinate clauses e.g. When they heard the final whistle, the players leapt into the air.			P6
Use of commas to separate the person spoken to from the rest of the sentence e.g. Jim, mind that slippery floor.			P5
Use of commas after words like yes and no e.g. No, you can't come in yet.			P5
Use of commas to follow signal words at the beginning of sentences e.g. However, I believe..			P5
Apostrophes			
Use of apostrophes for contractions e.g. can't		P3	
Use of apostrophes to show ownership e.g. Jack's coat		P3	
Use of apostrophes to indicate letters or numbers omitted e.g. o'clock, '10		P3	
Quotation marks			
Use of speech marks when using direct speech		P3	
<p><i>Features to be taught:</i></p> <p>The words actually spoken are put inside speech marks</p> <p>Each new speaker gets a new line</p> <p>Punctuation appears within the speech marks e.g. "Watch out!" cried Hermione.</p> <p>However, look at the examples below for punctuation outwith the speech marks</p> <p>"Watch out," cried Hermione, "it's Nagini!"- the spoken word continues, so no capital letter.</p> <p>"Happy birthday, Harry!" said Hermione, hurrying into the kitchen and adding her present</p>			



to the top of the pile. "It's not much, but I hope you like it."- the speaker starts a new sentence, so a capital letter is required. Voldemort screamed, "Avada Kedavra!"- the comma before the speech marks separates the speaker from his speech			
Use of quotation marks to show quotations within quotations e.g. "My father always said 'look on the bright side' and I suppose I do," explained Dennis.			P7
Use of quotation marks before and after titles or words used in an orthodox manner e.g. Some viewers actually consider "The X Factor" a form of "entertainment".			P7
Colon			
Use of colons to introduce a list e.g. Vincent packed his drawing equipment: pencils, paints, paper and easel.			P7
Use of colons to introduce a quotation e.g. The boss said: "I have some good news for you."			P7
Use of colons to introduce an explanation, summary or elaboration of the first half of a sentence e.g. I'm not much of a runner: I tend to cross the pain barrier just getting out of bed.			P7
Semi-colon			
Use of semi-colons to join sentences with two or more main clauses e.g. A face appeared at the window; he was one determined animal.			P7
Use of semi-colons to separate clauses containing commas e.g. At that point our captain, who had previously remained calm, lost control and stormed off; the game had to be abandoned.			P7
Hyphen			
Use of hyphens to join some parts of compound words e.g. heavy-handed		P4	



Use of hyphens to join a group of words to form an expression e.g. good-for-nothing			P7
Use of hyphens to write numbers that consist of more than one word e.g. two hundred and thirty-nine		P4	
Dash			
Use of a dash to introduce a list e.g. The musician collected his equipment- instrument, music and stand.			P7
Use of a dash to create surprise e.g. She pulled herself to her feet- still prepared to fight.			P7
Use of sentences			
Write sentences containing a main verb e.g. The child hit the ball.		P2	
Join sentences using conjunctions		P2	
Use of adjectives to enhance the meaning of sentences e.g. The little girl hit the white ball.		P3	
Use of adverbs to enhance the meaning of sentences e.g. The child hit the ball powerfully.		P3	
Demonstrate understanding of the function of adjectives		P2	
Define the term adjective		P2	
Demonstrate understanding of the function of adverbs			P5
Define the term adverb			P5
Identify and use adjectival phrases e.g. The child with the strong muscles hit the ball.			P7
<i>A phrase is a group of words which is unable to make sense on its own because it does not contain a verb. Adjectival phrases take the place of adjectives.</i>			
Identify and use adverbial phrases e.g. The child hit the ball to first base.			P7
<i>Adverbial phrases act as adverbs.</i>			
Identify and use adjectival clauses e.g. The child hit the ball which was thrown by the			P7



pitcher.			
<i>A clause is a group of words which includes a verb. A main clause can stand independently as a sentence; however a subordinate clause relies on a main clause for its meaning. An adjectival clause serves as an adjective in a sentence.</i>			
Identify and use adverbial clauses e.g. The child hit the ball because he was angry. An adverbial clause acts as an adverb.			P7
Isolate subject and predicate			
Write sentences in which the subject and verb agree in number e.g. A packet of lollies was on the table. The children were visiting the zoo.			P6
Isolate subject and predicate in a sentence- The subject is the thing or person featured in the sentence, while the predicate is what is said about the subject.			P6
Use of pronouns			
Write pronouns which are consistent with the number and case of the subject or object to which these pronouns refer e.g. The children watched the game. They enjoyed it.		P4	
<i>Pronouns are words referring to a person or thing e.g. them, him</i>			
Write an appropriate pronoun for a previously stated subject or object to avoid repetition e.g. My Mum walked into the shop. She bought a bar of chocolate.		P4	
Isolate nouns, verbs, adjectives and adverbs in sentences			
Explain functions of adjectives, nouns, verbs and adverbs in sentences		P4 adjectives nouns verbs	P5 adverbs
Avoid repetition			
Write vivid adjectives and explicit nouns to avoid unnecessary repetition of pronouns e.g. The lion sprang at the hunter. The angry beast growled horribly. It clawed the man		P4	



viciously.			
Avoid redundancies			
My Dad he... The train was more bigger...		P4	
Editing Skills			
Add words to enhance meaning		P4	
Change words to achieve exact description			P5
Delete words to tighten sentences		P4	
Rearrange words to produce a more convincing order			P5
Add phrases to enhance meaning of sentences			P6
Rearrange sentences to produce a more convincing sequence		P4	
Write paragraphs appropriate to the structure of the form			P5
Rearrange paragraphs to produce a more convincing order			P6



Teaching Grammar at Banchory Primary School

Teaching staff have agreed that children need to:

- Understand that applying grammar and punctuation conventions is vital to effective writing and that it is dependent on context or genre
- Be immersed in an environment rich in language conventions
- Be exposed to positive examples of use of conventions in both oral and written language
- Write for a real purpose and audience
- Be able to talk about their language use without being burdened by abstract terminology and complex relationships
- Recognise the role of various conventions in relation to particular forms
- Have the opportunity to generate rules for the application of conventions to cement understanding
- Practise a range of editing and proofreading strategies
- Accept responsibility for the editing and proofreading of their work
- Monitor their understanding and use of conventions in writing through self assessment



Writing					
Tools for writing	Early	First	Second	Third	Fourth
- using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn,</p>	<p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</p> <p>LIT 1-21a</p> <p>I can write</p>	<p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</p> <p>LIT 2-21a</p> <p>In both short and</p>	<p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <p>LIT 3-21a</p>	<p>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p> <p>LIT 4-21a</p>



	<p>I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p style="text-align: right;">LIT 0-21b</p>	<p>independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</p> <p style="text-align: right;">LIT 1-22a</p> <p>Throughout the writing process, I can check that my writing makes sense.</p>	<p>extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</p> <p style="text-align: right;">LIT 2-22a</p> <p>Throughout the writing process, I</p>	<p>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</p> <p style="text-align: right;">LIT 3-22a / LIT 4-22a</p>
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		<p>LIT 1-23a</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</p> <p>LIT 1-24a</p>	<p>can check that my writing makes sense and meets its purpose.</p> <p>LIT 2-23a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p>LIT 2-24a</p>	<p>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</p> <p>LIT 3-23a</p> <p>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</p> <p>LIT 3-24a</p>	<p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p> <p>LIT 4-23a</p> <p>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</p> <p>LIT 4-24a</p>
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Reading					
Tools for reading	Early	First	Second	Third	Fourth
- to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a		
			I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a	I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. LIT 3-13a	Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. LIT 4-13a