

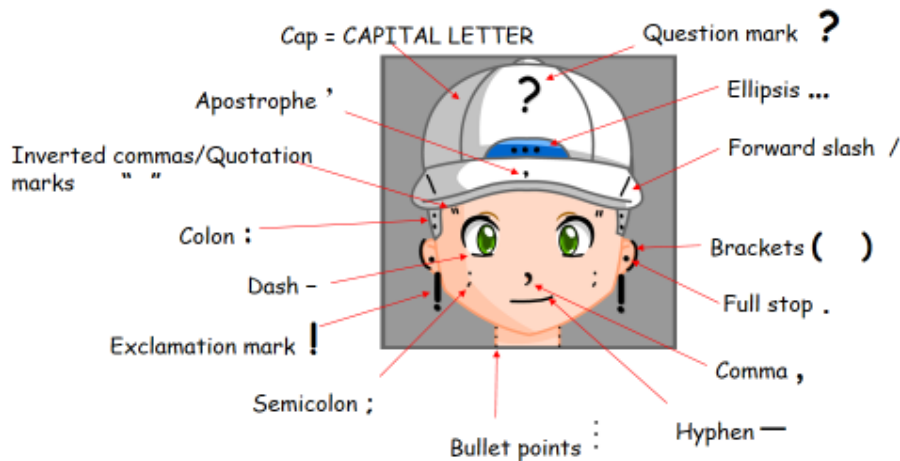


Punctuation Progression Overview

Class Poster:

Every class to have the 'Punctuation Face' as a poster with **tickled pink** highlighted as the punctuation they should already know from previous year and **green for growth** for new punctuation for that year group.

The Punctuation Poster



**References-Alan Peat's 'Get Your Head Around Punctuation', in conjunction with Pie Corbett's Progression in Grammar (based on new national curriculum objectives) and Sue Palmer's The Complete Skeleton Book for Grammar*

<p><i>(All cross referenced with Pie Corbett's NC Progression in Grammar document)</i></p> <p>Exciting Sentences progression still in development (year groups need finalising; need to be applied to text types etc.)</p>			
	<p>Teaching Strategies from Alan Peat's <u>Get Your Head Around Punctuation</u></p>	<p>Sue Palmer's <u>The Complete Book of Grammar</u> references</p>	<p>Alan Peat's <u>Exciting Sentences</u> that can be cross referenced with punctuation progression</p>
N			
R	<p style="text-align: center;"><u>Punctuation Face</u></p> <ul style="list-style-type: none"> In green (new T&L): Full stops <p>Strategies:</p> <ul style="list-style-type: none"> T.S 1 (page 9-11)-Sentence construction grid (full stop at end)-Game 1-Recount Sentences-When? Who? Where? What? Full stop. (verbal leading to written) T.S 2 Character Sentences pp 10-13 	<p style="text-align: center;"><u>The Punctuation Book</u> (part of the green Grammar Book)</p> <p>p.2-Full Stops</p>	
Yr 1	<ul style="list-style-type: none"> Consolidate Reception <p style="text-align: center;"><u>Punctuation Face</u></p> <ul style="list-style-type: none"> In pink: full stop In green (new T&L): question marks, exclamation marks and bullet points <p>Strategies:</p> <ul style="list-style-type: none"> Full stops: pages 9-17 Question marks: pages 23-28 Exclamation marks: pages 29-30. <p>(NB-Interjections alphabetical poster is good for display.)</p> <ul style="list-style-type: none"> Bullet points (not in Alan Peat's book) 	<p style="text-align: center;"><u>The Punctuation Book</u> (part of the green Grammar Book)</p> <p>p. 2 Full Stops, question marks and exclamation marks</p> <p>p.14- Bullet Points (organisational device)</p>	<p style="text-align: center;"><u>Exciting Sentences</u></p> <ul style="list-style-type: none"> Simile sentence, p.15 List sentences, p.43 2A sentences, p.13 to reinforce separating items in a list BOYS sentences (But, Or, Yet, So) –commas not essential at this stage, p.11 ? All require commas
Yr 2	<ul style="list-style-type: none"> Consolidate year 1 <p style="text-align: center;"><u>Punctuation Face</u></p> <ul style="list-style-type: none"> In pink: full stop, question marks, exclamation marks, speech bubbles and bullet points In green (new T&L): commas to separate items in a list and commas after a fronted adverbial (eg, ly openers); speech marks (in conjunction with speech bubbles for direct speech); apostrophes to mark contracted form (eg, don't) and to mark singular possession (eg, the cat's name) <p>Strategies:</p> <ul style="list-style-type: none"> Commas: Pages 69-71 Speech marks: pages 41-43 Apostrophes: pages 59-62 	<p style="text-align: center;"><u>The Punctuation Book</u> (part of the green Grammar Book)</p> <p>p. 2 Full Stops, question marks and exclamation marks</p> <p>p.14- Bullet Points (organisational device)</p> <p>p.3 Commas</p> <p>p.8 and 9 Direct Speech and Speech Marks</p> <p>p. 13 Apostrophes</p>	<p style="text-align: center;"><u>Exciting Sentences</u></p> <ul style="list-style-type: none"> List sentences, p.43 BOYS sentences (But, Or, Yet, So) with clauses separated by a comma, p.11 2A sentences, p.13 to reinforce separating items in a list Emotion word, comma sentence?, p.29
Yr 3	<ul style="list-style-type: none"> Consolidate year 2 <p style="text-align: center;"><u>Punctuation Face</u></p> <ul style="list-style-type: none"> In Pink: full stop, question marks, exclamation marks, speech bubbles and 	<p style="text-align: center;"><u>The Punctuation Book</u> (part of the green Grammar Book)</p>	<p style="text-align: center;"><u>Exciting Sentences</u></p> <ul style="list-style-type: none"> List sentences, p.43 BOYS sentences (But, Or, Yet, So) with

	<p>bullet points; commas to separate items in a list and commas after a fronted adverbial (eg, ly openers); speech marks (in conjunction with speech bubbles for direct speech); apostrophes to mark contracted form (eg, don't) and to mark singular possession (eg, the cat's name)</p> <ul style="list-style-type: none"> • In green (new T&L): colon before a list eg, what you need: ;ellipsis (to keep the reader hanging on & when something is missing) <p>Strategies:</p> <ul style="list-style-type: none"> • Colon: page 45-46 • Ellipsis: pages 19-22 	<p>p. 2 Full Stops, question marks and exclamation marks p.14- Bullet Points (organisational device)</p> <p>p.3 Commas p.8 and 9 Direct Speech and Speech Marks p. 13 Apostrophes</p> <p>p.7 Colon p,11 Ellipsis</p>	<p>clauses separated by a comma, p.11</p> <ul style="list-style-type: none"> • 2A sentences, p.13 to reinforce separating items in a list • 2 pairs sentence, using commas to separate pairs,p.19 • Emotion word, comma sentence, p.29 ?
<p>Yr 4</p>	<ul style="list-style-type: none"> • Consolidate year 3 Punctuation Face • In Pink: full stop, question marks, exclamation marks, speech bubbles and bullet points; commas to separate items in a list and commas after a fronted adverbial (eg, ly openers); speech marks (in conjunction with speech bubbles for direct speech); apostrophes to mark contracted form (eg, don't) and to mark singular possession (eg, the cat's name); colon before a list (eg, what you need:); ellipsis (to keep the reader hanging on and when something is missing) • In green (new T&L): colon for a De:De sentence; commas to mark clauses and to mark off fronted adverbials; full punctuation for direct speech (each new speaker on a new line, comma between direct speech and reporting clause, e.g. "It's late," gasped Cinderella!); apostrophes to mark singular and plural possession (e.g. The girl's name, the boys' boots) as opposed to s to mark a plural; <p>Strategies</p> <ul style="list-style-type: none"> • Colon for a De:De sentence p. 45-46 (includes other colon uses) • Commas to mark clauses and fronted adverbials p. 71-73 • Full punctuation for direct speech P. 43-44 • Apostrophes to mark singular and plural possession p.59-62 	<p>The Punctuation Book (part of the green Grammar Book)</p> <p>p. 2 Full Stops, question marks and exclamation marks</p> <p>p.14- Bullet Points (organisational device)</p> <p>p.3 Commas p.8 and 9 Direct Speech and Speech Marks p. 13 Apostrophes</p> <p>p.7 Colon p,11 Ellipsis</p> <p>p.13 The Apostrophe</p>	<p>Exciting Sentences</p> <ul style="list-style-type: none"> • List sentences, p.43 • BOYS sentences (But, Or, Yet, So) with clauses separated by a comma, p.11 • 2A sentences, p.13 to reinforce separating items in a list • 2 pairs sentence, using commas to separate pairs,p.19 • Emotion word, comma sentence, p.29 • ___ing, ___ed sentence separated by a comma, p.55 • Colon for a De:De sentence eg, the snail is a slow creature: it takes ages to get anywhere, p,21 (E.S book)
<p>Yr 5</p>	<ul style="list-style-type: none"> • Consolidate year 4 Punctuation Face 	<p>p. 2 Full Stops, question marks and exclamation marks</p>	<p>Exciting Sentences</p> <ul style="list-style-type: none"> • Build upon previous years above

	<ul style="list-style-type: none"> In Pink: full stop, question marks, exclamation marks, speech bubbles and bullet points; commas to separate items in a list and commas after a fronted adverbial (eg, ly openers); speech marks (in conjunction with speech bubbles for direct speech); apostrophes to mark contracted form (eg, don't) and to mark singular possession (eg, the cat's name); colon before a list (eg, what you need:); ellipsis (to keep the reader hanging on & when something is missing); colon for a De:De sentence; commas to mark clauses and to mark off fronted adverbials; full punctuation for direct speech (each new speaker on a new line; comma between direct speech and reporting clause, e.g. "It's late," gasped Cinderella!); apostrophes to mark singular and plural possession (e.g. The girl's name, the boys' boots) as opposed to s to mark a plural. In green (new T&L): question marks for rhetorical questions; dashes- to extend sentences and for a sharp break between two clauses / dramatic emphasis;brackets/dashes /commas for parenthesis; colons for advanced use; commas to clarify meaning or avoid ambiguity; clauses <p>Strategies</p> <ul style="list-style-type: none"> Question marks for rhetorical questions; p.26-28; Dashes- to extend sentences and for dramatic emphasis, p.53-55 Brackets/dashes/commas for parenthesis, pp-35-39 N.B Alan Peat refers to rounded and squared brackets (eg for use in playscripts); Colons- refer to Alan Peat p. 45-46 for other advanced colon strategies Commas to clarify meaning or avoid ambiguity- p. 71-73; 	<p>p.14- Bullet Points (organisational device)</p> <p>p.3 Commas p.8 and 9 Direct Speech and Speech Marks p. 13 Apostrophes</p> <p>p.7 Colon p,11 Ellipsis</p> <p>p.13 The Apostrophes</p> <p>p,4 Dashes p,5 Brackets</p>	<ul style="list-style-type: none"> O.(I.) (Outside:Inside) sentences for brackets use, p.25 If, if, if, then sentences to separate dependent clauses, p.27 3 bad- (dash) question? P.37 to reinforce commas and dashes Many questions sentence, p.33 to reinforce using questions for dramatic effect
Yr 6	<ul style="list-style-type: none"> Consolidate year 5 Punctuation Face In Pink: full stop, question marks, exclamation marks, speech bubbles and bullet points; commas to separate items in a list and commas after a fronted adverbial (eg, ly openers); speech marks (in conjunction with speech bubbles for direct speech); apostrophes to mark contracted 	<p>p.7 Colon p,11 Ellipsis</p> <p>p.13 The Apostrophes</p> <p>p,4 Dashes p,5 Brackets</p> <p>p.6 Semi colons p,10 Hyphens</p>	<ul style="list-style-type: none"> Build on previous years above The more, the more sentences p.51 using commas Some; others sentences,p. 45, using semi-colons

form (eg, don't) and to mark singular possession (eg, the cat's name); **colon** before a list (eg, what you need:); **ellipsis** (to keep the reader hanging on & when something is missing); **colon** for a De:De sentence; **commas** to mark clauses and to mark off fronted adverbials; **full punctuation for direct speech** (each new speaker on a new line; comma between direct speech and reporting clause, e.g. "It's late," gasped Cinderella!); **apostrophes** to mark singular and plural possession

(e.g. The girl's name, the boys' boots) as opposed to s to mark a plural; **question marks** for rhetorical questions; **dashes-** to extend sentences and for a sharp break between two clauses / dramatic emphasis; **brackets/dashes /commas for parenthesis**; **Colons** for advanced use; **commas** to clarify meaning or avoid ambiguity; clauses

- **In green (new T&L):**
Use of the **semi colon, colon** and **dash** to indicate a stronger sub-division of a sentence than a comma; use a **colon** to introduce a list and **semi colons** within list; **bullet points** to list information; **hyphens** to avoid ambiguity, e.g man-eating shark; recover and re-cover

Strategies

- Use of the **semi colon** (p. 47-49), **colon** (p.45-46) and **dash** (p.53-55)
- Use a **colon** to introduce a list and **semi colons** within list,
- **bullet points** to list information
- **hyphens** to avoid ambiguity, e.g man-eating shark; recover and re-cover, p57-58