

## Punctuation

All accuracy should be taught within a context, so that children fully understand how to use it accurately within their writing. Once taught, incorrect punctuation should be highlighted for correction in ALL written work and rules should be constantly reinforced. Anything in bold needs to be constantly reinforced throughout the school.

### Scheme of Work

All classes should have a punctuation pyramid displayed. Generally punctuation will be taught in conjunction with sentence construction.

Children should also be taught how to read punctuation and how it can be used for effect and impact.

#### 1. Capital letters and full stops.

Children will learn that capitals are needed for proper nouns, to start a sentence and for the pronoun I. They are also usually used for each word in a title (excluding articles etc)

Children will learn to identify when a sentence is complete and end it with a full stop.

#### 2. Question marks and exclamation marks

Children will learn to identify when a question is being asked and add a question mark.

Children will learn to add emphasis to a sentence by adding one exclamation mark. Multiple exclamation marks are **ONLY** appropriate if used for effect in personal informal writing, such as diaries and emails.

#### 3. Basic commas and ellipsis

Children will learn to separate items in a list using a comma and know that 'and' is used for the final item.

Children will learn to add a comma after a fronted adverbial.

Children will learn to use an ellipsis to indicate an intentional omission of a word or sentence or to indicate a pause in speech, an unfinished thought, or, at the end of a sentence, a trailing off into silence.

#### 4. Apostrophe

Children will learn there are two uses of an apostrophe. Firstly they are used to indicate a missing letter(s) in contractions and go where the missing letter would be.

Secondly they are used to show possession. The apostrophe goes before the s with singular nouns e.g. *The girl's bedroom*. If the singular noun ends in an s, an apostrophe and s is still added e.g. *The class's books*.

Children will learn that an apostrophe is **never** used to create plurals and are not used in possessive pronouns such as its, theirs, yours, hers etc.

#### 5. Direct speech- Inverted commas

Children will learn to identify which parts are spoken and surround it with speech marks.

A new line is needed whenever there is a new speaker.

A capital letter is needed for starting speech.

Punctuation is needed before speech can be closed either . , ! ? .....

Where a spoken sentence is split into two parts by the speakers name, said etc, the spoken words in the second part of the sentence do not need a capital letter.

#### 6. Commas

Children will learn to use a comma after a fronted adverbial and before a co-ordinating conjunction in a compound sentence (refer to sentence structure and grammar objectives).

Children will learn that commas are used after the introductory phrase/clause of a verb/adverb opener.

#### 7. Apostrophe for plural nouns

Children will learn that a plural noun ending in s, requires an apostrophe after the s e.g. *The ladies' cloakroom*. In singular proper nouns the rule is to add an 's' eg *Cyprus's population*.

Children will learn that an apostrophe is **never** used to create plurals and are not used in possessive pronouns such as its, theirs, yours, hers etc.

#### 8. Colon and Semi-colon in a list

Children should learn that a colon can be used to open a list and needs a clause before the colon.

Children should learn that a semi-colon can be used instead of a comma in an extended list where there is an explanation with each item or a comma within the item and that a semi-colon is required before the 'and' e.g. *Ros went to Bluewater to purchase a pair of killer heels to wear to the Christmas party in order to impress the Nexus man; a red leather handbag, which needed to coordinate with the killer heels; and her signature scent to allure the aforementioned male.*

## 9. Bullet points

Children should learn that bullet points are used to list items and to summarise information because they make it easier for the reader.

Children will learn that a sentence ending in a colon will introduce the bullet points, therefore capital letters are not required for each item bullet pointed and neither is a full stop used at the end e.g. *To make your smoothie you will need these ingredients:*

- *bananas*
- *milk*
- *ice cream*

However, if punctuation is used it **MUST** be used consistently after each item eg *To make your smoothie you will need these ingredients:*

- *bananas,*
- *milk,*
- *ice cream.*
- 

## 10. Comma use

Children will learn that commas are used to clarify meaning, ensuring the meaning of a sentence is clear and stops confusion.

Children should be able to explain how the comma changes the meaning of a sentence eg compare the two sentences below:

*Mangoes, which are grown in hot countries, taste delicious. (This implies all mangoes are delicious and all mangoes are grown in hot countries)*

*Mangoes which are grown in hot countries taste delicious. (This implies only mangoes from hot countries are delicious)*

Children will learn that they do not put a comma between two sentences (comma splicing); they need to decide to have separate sentences, add a coordinating conjunction forming a compound sentence or use a semi-colon.

## 11. Subordinate clauses and parentheses

Children will learn that a subordinate clause is dependent on a main clause and cannot make sense on its own. They should learn that they are usually marked by commas, but can also be marked by brackets or dashes.

Children will learn that parentheses are commas, brackets or dashes which are used to surround part of a sentence which adds extra information or an explanation. This part of the sentence does not need to be there for the rest of the sentence to make sense. Generally brackets are used for adding explanations or asides and dashes when adding detail.

## 12. Semi-colons

Children will learn that semi-colons are used to join two closely related clauses instead of writing separate sentences. Usually the second clause will expand or explain the first and could have an explanatory conjunctive such as because e.g. *Julie went to the wedding; it was her brother's big day.*

Children will learn that a semi-colon can be used to show a contrast between sentences. *Most of my friends love rides; I hate them.*

## 13. Colons

Children will learn that a colon can be used before an explanation that explains the previous statement. They should know that the part before the colon makes sense as a sentence, but the part after the colon does not need to. *I want only one thing: that you should be happy.*

Children will learn that a colon can be used to express a strong contrast. *Bob loves cooking: I hate it.*

## 14. Hyphens and dashes

Children will learn that link hyphens are used to link words together to create new words e.g. *spare-part, after-hours*. Over time many people drop the hyphen and a new word is formed. They can also be used to avoid ambiguity: *man-eating shark*

Children will learn that break hyphens may replace commas to separate two closely liked pieces of text: *Using a computer is preferable-particularly for an important letter-as it looks more formal*. They will learn these are often called dashes.

Children will learn that a hyphen or a dash may also replace two short sentences: *I think I will travel by tram-there will be heavy traffic on the roads.*

Children will learn that a dash can be used to insert a short list: *The whole family-aunts, uncles, cousins, grandparents-were there.*

Children will learn that a dash can be used to create a more dramatic impact than a comma, provide emphasis or to repeat a phrase: *After so much rain there could only be one outcome-floods. This is going to be a lot of money-money we don't have.*

Children will learn that a dash can be inserted between dates, replacing the word to. *1920-2020.*

### 15. Inverted commas - Quotation marks

Children will learn that quotation marks are used to quote someone's words or to show a quotation from a written text. Quotation marks surround only the part being quoted; including punctuation copied, but unlike speech, marks related to the sentence falls outside the quotation marks.

Children will learn that inverted commas can signal irony, humour or sarcasm and can signal an author's attitude.

Children will learn how to use quotation to support a point of view using point, evidence, explain (PEE). Make a point, show evidence using a quote or by para-phrasing information, then explain the point and the evidence.