Expectations in grammar and sentence structure — Elmore Green Primary School			
KS1		**Year 3 and Year 4**	**Year 5 and Year 6**
Noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
<mark>Subordinating conjunctions</mark>	Subordinating conjunctions	Subordinating conjunctions	Subordinating conjunctions
<mark>Co-ordinating conjunctions</mark>	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions
<mark>Past and present tense are usually consistent</mark>	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
	Adverbs	Adverbials	Adverbials
			Relative clauses and relative pronouns
			Modal verbs
			Subjunctive form
			Active and passive voice

Expectations in punctuation — Elmore Green Primary School		
EYFS – Beginning to form sentences, sometimes using punctuation-full stops and capital letters.		
KS1	**Year 3 and Year 4**	**Year 5 and Year 6**
<mark>. ? !</mark>	. ? !	. ? ! '

Highlighted elements form the basis of KS1 writing expectations and will be built upon across the Key Stage.
 N.B See Jane Considine unit overview documents for further details about how these expectations are broken down and structured across phases.

Inverted commas	Inverted commas (By the end of the phase, children start a new paragraph whenever the speaker changes and include a punctuation mark inside closing commas.)	Inverted commas (Start a new paragraph whenever the speaker changes and include a punctuation mark inside closing commas.)
Commas to separate items in a list	Commas to separate items in a list Commas to separate items in a list	Commas to separate items in a list
Apostrophe for omission and possession	Apostrophe for omission and possession (including all regular and irregular plural nouns)	Apostrophe for omission and possession (including all regular and irregular plural nouns)
	Commas for fronted adverbials	Commas for fronted adverbials
	Commas to mark subordinate clauses	Commas to mark subordinate clauses
		Commas for clarity and to avoid ambiguity
		Parenthesis (dashes, brackets, commas)
		Hyphens to avoid ambiguity (e.g. man eating shark = man-eating shark)
		Colon to introduce a list
		Semi-colon to separate items in a detailed list
		Semi-colon, colon, dash to mark the boundary between clauses
		Bullet points to list

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 N.B See Jane Considine unit overview documents for further details about how these expectations are broken down and structured across phases.