



Grammar, Punctuation and Spelling

Year 1

Autumn Block 2

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Grammar, Punctuation and Spelling – Year 1 – Punctuating Sentences

Yearly Overview for Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences				3. Word Classes		4. Capital Letters 1		Assessments
Spring	1. Conjunctions				2. Exclamations		3. Capital Letters 2					Assessments
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes		5. Sequencing Sentences		Assessments

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

Autumn Block 2 – Punctuating Sentences

National Curriculum Objectives:

- (1G5.1) [Introduction to capital letters to demarcate sentences](#)
- (1G5.2) [Introduction to full stops to demarcate sentences](#)
- (1G5.1) [Beginning to punctuate sentences using a capital letter](#)
- (1G5.1) [Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'](#)
- (1G5.2) [Beginning to punctuate sentences using a full stop](#)
- (1G3.1) [How words can combine to make sentences](#)
- Terminology for pupils:
 - (1G3.1) [sentence](#)
 - (1G5.1) [capital letter](#)
 - (1G5) [punctuation](#)
 - (1G5.2) [full stop](#)
- [Name the letters of the alphabet in order](#)
- [Begin to form lower-case letters in the correct direction, starting and finishing in the right place](#)
- Form capital letters

Small Steps

1. [The Alphabet](#)
2. [Introducing Lower-Case Letters](#)
3. [Introducing Capital Letters](#)
4. [Lower Case and Capitals](#)
5. [Full Stops](#)
6. [Capital Letters at the Start of Sentences and 'I'](#)
7. [Using Capital Letters and Full Stops](#)
8. [Recognising a Sentence](#)

Step 1 – The Alphabet

Notes and Guidance

- For this step, we recommend teaching the names of letters in order to help distinguish between sounds for spelling.
- Children should learn the 26 letter names and their graphemes in the correct order.
- We recommend using alphabet strips, magnetic letters or any other visual aide to help with learning the order of the letters.

Focused Questions

- What are the letter names of these graphemes?
- How many letters are in the alphabet?
- How could we order these letters?

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – Introducing Lower-Case Letters

Notes and Guidance

- Children need to practise forming the letters in preparation for writing.
- The supporting resources introduce the lower-case letters most commonly used in Year 1, however you may wish to teach the formation of letters following your phonics scheme or handwriting policy.
- Children should be given support and visual aides to help them throughout this step.

Focused Questions

- Write the letter *a*.
- What letter does the word *cat* start with?
- Does *pen* start with *p* or *q*?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Introducing Capital Letters

Notes and Guidance

- Along with learning to form lower-case letters, children need to recognise and use capital letters.
- The supporting resources introduce the capital letters most commonly used in Year 1, however you may wish to teach the formation of letters following your phonics scheme or handwriting policy.

Focused Questions

- Write the capital letter *a*.
- Write the lower-case letter for *B*.

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Lower Case and Capitals

Notes and Guidance

- This step compares lower-case and capital letters in preparation of using them in writing.
- Children should be able to match a lower-case letter with its corresponding capital letter.
- Children should practise capitalising the first letter of words so they are used to writing a mix of both capitals and lower-case letters, ready for punctuating sentences.

Focused Questions

- Which letter is a capital?
- Can you match the lower-case letter to the capital letter?
- Can you write this letter as a capital letter and a lower-case letter?
- Do these letters have the same name? Do they sound the same?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Full Stops

Notes and Guidance

- Children should be introduced to the full stop punctuation mark. They should know that it is called a *full stop* and that it is used to show the end of a sentence when writing.
- This step focuses on forming a full stop and identifying where it should go in given sentences, rather than children writing and punctuating their own sentences.

Focused Questions

- Where should you use a full stop?
- Where should the full stop go in the following sentence?
- Is this full stop in the correct place?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Capital Letters at the Start of Sentences and ‘I’

Notes and Guidance

- Once children are correctly forming lower-case and capital letters, they should begin to understand when to use them.
- Children need to know that a capital letter is used at the start of a sentence (the skill of capitalising the first letter of a word has been practised in step 4).
- Children also need to know that the letter ‘i’ used on its own (to refer to oneself) needs to be capitalised, where as the letter ‘a’ used on its own does not need to be capitalised.
- Capital letters will be revisited in Autumn Block 4 and Spring Block 3, where days of the week, months of the year, names of people and names of places will be covered.

Focused Questions

- When is a capital letter used?
- Which letter should be capitalised in the following sentence?
- Should the letter ‘i’ on its own be lower-case or a capital?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 7 – Using Capital Letters and Full Stops

Notes and Guidance

- Once children know how capital letters and full stops are used, they should be able to identify where they are needed in given text.
- Children should be given the sentences and practising writing them out with capital letters and full stops in the correct place, before moving onto identifying missing or incorrect capital letters and full stops.

Focused Questions

- Are the capital letter(s) and full stop(s) in the correct place?
- Rewrite this sentence and add in a capital letter and a full stop.

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 8 – Recognising Sentences

Notes and Guidance

- Now that children can correctly punctuate single sentences, they need to be able to identify the end of one sentence and the start of the next sentence.
- In the next block, they will learn how to identify sentences using their knowledge of nouns and verbs but for now it should be looking at natural breaks in two sentences, i.e. *the postman gave me a letter the dog barked at him* has a natural break after the word *letter*. The two sentences are linked together but the information in both is separate.
- Children should begin to spot these natural breaks in given sentences and be able to punctuate them with a capital letter and full stop accordingly.

Focused Questions

- Where should the capital letters and full stops go in the following two sentences?
- Have these two sentences been punctuated correctly?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.