

The Place Value of Punctuation and Grammar

This year, children in Year 1 to Year 6 have started their English learning using the 'Place Value of Punctuation and Grammar' (PVPG) scheme of work – an approach that focuses on the foundations of writing: grammar and punctuation.

In maths, place value is recognised as the building block on which successful mathematicians are made. Without a secure grasp of it, children often struggle to make sense of other concepts including: addition, subtraction, multiplication and division. Because of its importance, place value is taught as the very first unit in each year group and revisited regularly throughout the curriculum.

In a similar way, punctuation and grammar are the place value of writing. They are the building blocks of successful writers. Without a secure grasp of them, children often struggle with sentence structure, making it much harder for them to produce cohesive stories, letters and reports that readers can understand and enjoy.

What has my child learnt?

Children have learnt how to recognise the parts of speech that make up an independent clause. They understand that independent clauses form single-clause sentences and that sentences must be punctuated with a capital letter and a full stop.

An independent clause has a subject and a verb and makes sense on its own.

the girl hid

In order to recognise an independent clause, your child will be taught to firstly identify the verb. To prompt this, teachers ask: What's the verb? Your child has been taught to label this with a v (or vp if it is a verb phrase).

v
the girl hid

Next, children have been taught to identify the subject. The subject is the person, place or thing that performs the verb. To prompt this, teachers ask: Who hid/what hid? Your child has been taught to label this with an s. If the subject is made up of more than one word, it will be underlined to show that both words are a single part of speech: the subject.

s v
the girl hid

A single-clause sentence is made up of one independent clause, and that sentences need to be punctuated with a capital letter and a full stop. The children justify their use of punctuation with the following: *it's a full independent clause with a subject and a verb, so I place a full stop at the end and then go back and add a capital letter.*

The girl hid.

Children have learnt to use a **green pen/pencil** to show the capital letter at the start of their sentence (or for proper nouns) and a **red pen/pencil** to show the full stop at the end or any other punctuation used.

The girl hid.

In addition, children have learnt identify other parts of speech that are not essential to an independent clause but add further detail. For now, these will be referred to as 'leftovers'.

A leftover may tell us more about what the girl hid:

^s ^v ^{what?}
The girl hid the phone.

Your child then recognises which independent clause leftovers belong to: Teachers ask: *What does 'the phone' tell us more about?* It tells us more about what the girl hid. An arrow is used to show which clause the leftovers belong to:

A leftover may also tell us more about when, where, why or how the girl hid:

^s ^v ^{when?}
The girl hid at break time.
^{when?}
At break time, the girl hid.

^s ^v ^{where?}
The girl hid behind the door.
^{where?}
Behind the door, the girl hid.

^s ^v ^{why?}
The girl hid as part of the game.
^{why?}
As part of the game, the girl hid.

^s ^v ^{how?}
The girl hid silently.
^{how?}
Silently, the girl hid. (Year 3 – Year 6)

In Year 2 – Year 6, children will also learn that two independent clauses can be joined with a co-ordinating conjunction (for, and, but, or, yet, so) to form a multi-clause sentence.

^s ^v ^s ^{vp} ^{what?}
The girl hid for she was playing a game of hide and seek.

^s ^v ^s ^v ^{to what extent?}
The girl hid and her friend counted to ten.

^s ^v ^s ^v ^{whom?}
The girl hid but her brother found her.

^s ^v ^s ^v
The girl hid yet nobody searched.

^s ^v ^s ^v ^{whom?}
The girl hid so nobody found her.

WALT: Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures

Aim high...



To be able to use adjectives to describe the subject and use pronouns to avoid repetition

Enrich...



Apply by writing sentences where the subject does not start the sentence.



it



he



they



we



his



them



her

the young girl slept in her bed she was dreaming of the future

The young girl slept in her bed, she was dreaming of the future. The young girl slept in her bed. She was dreaming of the future.

the wind chimes were blowing in the breeze their melodies echoed

The wind chimes were blowing in the breeze their melodies echoed. The wind chimes were blowing in the breeze, their melodies echoed.

a dense mist was drifting across the moor it covered the hills

A dense mist was drifting across the moor. It covered the hills. A dense mist was drifting across the moor, it covered the hills.

The plants glined of gold, the temple shon, and the cave darkened. Staring at the cave, the tour guide wondered and thought what could be inside the rocks. Examining the footprints, they noticed the different patterns on each footprint! Suddenly, they heard something... Luckily, it was only the waterfall chashing. Inside the cave it was miraculous, shining crystals and beautiful shaped rocks. The clouds in the air looked like blankets in the blue sky.

The children were looking at the old map. They were trying to find the treasure. Their brother was being the lookout for strong pirates. The dog was happily laying on the concrete sand. The strong pirateship was going to the island to attack and invade the island. The lighthouse was leading the pirate ship to the island. The loiter birds were chirping loudly in the sky. The mossy rock was going wet from the sea.

Terminology

Common nouns: A common noun is a person, place or thing that is not the one and only e.g.: teacher, city, crisps.

Proper nouns: A proper noun is a person, place or thing that is the one and only e.g.: Mr Gandhi, London, Titanic.

Collective nouns (Y3-6 only): A collective noun gives a name to a group of the same noun e.g.: a herd of cows, a nest of mice, a swarm of bees. Here, 'herd', 'nest' and 'swarm' are collective nouns.

Partitive nouns (Y3-6 only): A partitive noun names the size of a part of a noun or a noun's quantity e.g.: a scoop of ice cream, a cup of coffee, a loaf of bread. Here, 'scoop', 'cup' and 'loaf' are partitive nouns.

Abstract nouns (Y5-6 only): An abstract noun names something intangible. If things are intangible, they do not physically exist and cannot be detected by the human senses e.g.: love, happiness, freedom.

Verbs: A verb shows action or links words to show being.

Action verbs: An action verb shows action e.g. walk, fell, listened.

Being verbs: A being verb is a verb that links words to show being e.g.: am, is, are, was, were, will be. These are all forms of the verb 'to be'. To have: the verb 'to have' links words to show belonging e.g.: have, has, had.

Regular verbs: When the suffix -ed can be added to the base to form the simple past tense, the verb is considered 'regular' e.g.: walk - walked, jog - jogged, arrive - arrived.

Irregular verbs: When the suffix '-ed' cannot be added to the base to form the simple past tense, the verb is considered 'irregular' e.g.: do - did, keep - kept, drive - drove.

Verb phrases (Y2 - 6 only): A verb phrase is made up of more than one verb e.g. is yelling, was painted, could meet.

Subjects: The subject is the person, place or thing that sentence is all about.

Co-ordinating conjunctions (to join clauses) (Y2 - 6 only): A co-ordinating conjunction joins two independent clauses to form a multi-clause sentence: for, and, nor, but, or, yet, so.

Compound subjects (Y2 - 6 only): When two or more nouns or noun phrases perform the verb, the subject is known as a 'compound subject' e.g.: Jack and Jill went up the hill. Here, 'Jack and Jill' is a compound subject.

Gerunds (Y5 and 6 only): A gerund is the verb form base + -ing (e.g. walking, shouting, hiding) that acts as a noun e.g.: Walking is good exercise. There is no need for shouting. Hiding is a part of the game.