

Punctuation Knowledge Organiser



Beddington Infants' Knowledge Organiser

English: punctuation

Year Group: Nursery

Term:

Autumn, spring, summer

Topic: punctuation

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Vocabulary

letters

Shapes on the alphabet that give meaning and sound.

Prior skills and knowledge:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Learning Journey:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.



Beddington Infants' Knowledge Organiser

English: punctuation

Year Group: Reception

Term: Autumn, spring, summer

Topic: punctuation

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Prior skills and knowledge:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

Learning Journey:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 - Write simple phrases and sentences that can be read by others.
- Form lowercase and capital letters correctly.

Vocabulary

Capital letter	letters used at the beginning of a sentence and for a proper noun
Full stop	Ends a sentence
Finger space	A space about the size of a finger between words.

Beddington Infants' Knowledge Organiser

English: punctuation



Year Group: Year 1

Term:

Autumn, spring, summer

Topic: punctuation

Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

Prior skills and knowledge:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Learning Journey:

develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

Vocabulary

Question mark

a punctuation mark, or a symbol, that shows that a question has ended

Exclamation mark

ends a sentence that shows a strong feeling, like surprise or anger

Beddington Infants' Knowledge Organiser

English: punctuation



Year Group: Year 2

Term:

Autumn, Spring, Summer

Topic: Punctuation

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, without needing to blend the sounds out loud first. Pupils' reading of common exception words should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.

Prior skills and knowledge:

develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.

Learning Journey:

develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Vocabulary

commas	helps to make meaning clear by separating words, phrases or clauses in a sentence.
apostrophes	To signify possession
command	used when you are telling someone to do something
expanded noun phrases	add more detail to the noun by adding one or more adjectives
subordination	combining two sentences or ideas in a way that makes one more important than the other.