

This year, through our work with **Grammarsaurus**, children in Year 1 to Year 6 will learn the **Place Value of Punctuation and Grammar (PVPG)** — 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.

To reflect its importance, the Place Value of Punctuation and Grammar (PVPG) will be the very first unit taught in Years 2 - 6 and will be revisited regularly across the curriculum. In Year 1, PVPG will be introduced once children have a secure grasp of letter formation and phonics.

## What will my child be learning?

By the end of each Place Value of Punctuation and Grammar unit, children will recognise the parts of speech that make up an independent clause. They will 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 will ask: What's the verb? Your child will be taught to label this with a **v** (or **vp** if it is a verb phrase).

**the girl <sup>v</sup>hid**

Your child will be taught to secondly identify the subject. The subject is the person, place or thing that performs the verb. To prompt this, teachers will ask: Who hid/what hid? Your child will be taught to label this with an **s**.

**s      v**  
**the girl hid**

(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.)

Your child will be taught to recognise that this is a single-clause sentence made up of one independent clause, and that sentences need to be punctuated with a capital letter and a full stop. They will 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.**

In addition, your child will be taught to identify other parts of speech that are not essential to an independent clause but add further detail. These will be referred to, for now, as 'leftovers'.

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

**s      v**  
**The girl hid the phone.**

what?  
←

So that your child recognises which independent clause leftovers belong to, teachers will ask: What does 'the phone' tell us more about? (It tells us more about **what** the girl hid.)

Your child will be taught to use an arrow to show which clause the leftovers belong to.

(If a leftover is made up of more than one word, it will be underlined to show that both words are a single part of speech.)

A leftover may tell us more about **when** the girl hid:

**s      v**  
**The girl hid at break time.**

when?  
←

**s      v**  
**At break time, the girl hid.**

when?  
→

Teachers will ask: What does 'at break time' tell us more about?  
(It tells us more about **when** the girl hid.)

A leftover may tell us more about **where** the girl hid:

**s      v**  
**The girl hid behind the door.**

where?  
←

**s      v**  
**Behind the door, the girl hid.**

where?  
→



Teachers will ask: What does 'behind the door' tell us more about?  
(It tells us more about **where** the girl hid.)

A leftover may tell us more about **how** the girl hid:

**The girl hid silently.**

s      v      how?  
      ←

**Silently, the girl hid.** (Year 3 – Year 6)

how?  
→      s      v

Teachers will ask: What does 'silently' tell us more about? (It tells us more about **how** the girl hid.)

A leftover may tell us more about **why** the girl hid:

**The girl hid as part of the game.**

s      v      why?  
      ←

**As part of the game, the girl hid.**

why?  
→      s      v

Teachers will ask: What does 'as part of the game' tell us more about?  
(It tells us more about **why** the girl hid.)

Eventually, your child will apply this learning to paragraphs of writing made up of single-clause sentences, punctuating them correctly with capital letters and full stops.

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

**The girl hid, for she was playing a game of hide and seek.**

s      v      s      vp      what?  
      ←

**The girl hid and her friend counted to ten.**

s      v      s      v      to what extent?  
      ←

**The girl hid, but her brother found her.**

s      v      s      v      whom?  
      ←

**The girl hid, yet nobody searched.**

s      v      s      v      whom?  
      ←

**The girl hid, so nobody found her.**

# What terminology do I need to know in order to support my child?

**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** (Y4-6 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** (Y4-6 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.

