

Appendix C: Scope and sequence of grammar and punctuation skills K–6



The following scope and sequence of grammar and punctuation framework indicates those understandings and terms which students might be expected to have control of by the end of each stage. It is arranged according to levels of text organisation: from the broad text level to specifics of word level grammar. It indicates the stage at which key concepts should be **introduced**. Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

TEXT LEVEL – COHESION			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>pronoun reference determining the noun to which a pronoun refers, eg <i>Koalas</i> eat leaves. <i>Koalas</i> are not bears. <i>They</i> are ...</p>	<p>synonyms words that have the same or similar meaning, eg <i>leave/depart</i>, <i>tired/weary</i></p> <p>antonyms words that have opposite meanings, eg <i>hot/cold</i>, <i>arrive/leave</i></p> <p>time connectives words that sequence information in texts, eg <i>first</i>, <i>next</i>, <i>finally</i></p> <p>word families words linked because they deal with the same topic</p> <p>noun–pronoun agreement selection of the correct pronoun (considering number and gender) for the noun or noun group to which it refers, eg <i>The girl</i> ate <i>her</i> lunch; <i>The dogs</i> enjoyed <i>their</i> walk</p> <p>Subject–verb agreement selection of a verb form which matches the number of its subject (noun or noun group), eg <i>They were</i> at home; <i>The cat is</i> sitting still; <i>The people are</i> on the boat</p>	<p>homonyms and homophones</p> <ul style="list-style-type: none"> homonyms: words with the same sound and the same spelling, but a different meaning, eg <i>bark</i> (tree), <i>bark</i> (sound made by dog) homophones: words with the same sound but different spelling and meaning, eg <i>fair</i>, <i>fare</i> <p>cohesive links eg, pronouns, conjunctions, connectives</p> <p>connectives words which link paragraphs and sentences, eg <i>on the other hand</i>, <i>however</i>, <i>furthermore</i>, <i>therefore</i>, <i>because</i>, <i>although</i></p>	<p>nominalisation forming nouns from verbs (eg <i>reaction</i> from <i>react</i> or <i>departure</i> from <i>depart</i>) or adjectives (eg <i>length</i> from <i>long</i>, <i>eagerness</i> from <i>eager</i>)</p> <p>reference links links that keep track of the people, animals or objects throughout a text; usually nouns or pronouns, eg <i>Mabel</i> played netball on Saturday. She fell over and hurt <i>her</i> arm</p>
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>sentence one or more clauses; a key unit for expressing ideas. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark, eg <i>Kim</i> broke the vase. <i>Kim</i> tripped on the step and she broke the vase</p>	<p>compound sentence two or more clauses usually linked by a coordinating conjunction, eg <i>The bell rang and Kim</i> went home</p> <p>quoted (direct) speech eg, <i>Kim</i> said, 'I want to go home'</p>	<p>complex sentence an independent (<i>main</i>) clause and a dependent (<i>subordinate</i>) clause linked by a subordinating conjunction (indicating time, place, manner, reason, condition), eg <i>We</i> all went outside <i>when</i> the sun came out. <i>When</i> the sun came out, we all went outside</p>	<p>topic sentence a sentence that introduces the main idea or theme of a paragraph</p>

<p>conjunction joining word, eg and, so, but</p>	<p>reported (indirect) speech eg, Kim said that she wanted to go home</p> <p>coordinating conjunction a word or words that link phrases and clauses, eg as, and, or, either/ neither, but, so, and, then</p> <p>paragraph two or more sentences centred on the same theme or idea; begins with a 'topic sentence' (introducing the theme or idea) in factual texts</p>	<p>quoted (direct) speech eg, 'I am going to leave,' she said</p> <p>reported (indirect) speech eg, She said that she was going to leave</p>	
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CLAUSE LEVEL – STRUCTURE OF THE CLAUSE

Early Stage 1	Stage 1	Stage 2	Stage 3
<p>statement provides information, eg I am leaving now</p> <p>question asks for an answer, eg Are you busy?</p> <p>command tells us to do something, eg Close the door</p> <p>exclamation for emphasis, eg I won!</p>	<p>clause a complete message or thought expressed in words:</p> <ul style="list-style-type: none"> • a clause includes at least one noun and one verb • a clause may be a sentence on its own (main clause) or may be combined with a main clause to form a sentence • a clause may tell us about an action and those involved in the action, eg Mark (<i>noun – doer</i>) opened (<i>verb – action verb</i>) the door (<i>noun – done to</i>) 	<p>clause a complete message or thought expressed in words:</p> <ul style="list-style-type: none"> • a clause includes a verb • a clause includes a subject (noun or noun group that agrees with the verb in person and number), eg <i>The children</i> ran to the bus • a clause may include an object (additional noun or noun group, affected by the action), eg The children ran to <i>the bus</i> • a clause may be a sentence on its own (main clause) or may be combined with a main clause to form a sentence 	<p>main clause (independent clause) a clause that can stand alone as a complete sentence, though it may be joined with other clauses, eg The child came first</p> <p>subordinate clause (dependent clause) a clause that cannot stand alone as a sentence</p> <p>voice indicates who or what is performing an action; modified by changing the beginning focus of a clause:</p> <ul style="list-style-type: none"> • active voice – the 'doer' comes before the verb, eg Mark (<i>doer</i>) finished (<i>verb</i>) the work (<i>done to</i>) • passive voice – the 'receiver' of the action is placed before the verb, eg The work (<i>receiver</i>) was finished (<i>action</i>) by Mark (<i>doer</i>) <p>author voice use of first-person and third-person narration</p>

GROUP AND PHRASE LEVEL			
Structure of the noun group			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> • may include articles or adjectives, eg the sunny day, a long and bumpy road • may include two or more nouns, eg boys and girls, cats and dogs 	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> • may include different types of articles, adjectives and nouns linked together, eg the <i>(article)</i> three <i>(number)</i> beautiful <i>(opinion adjective)</i> native <i>(classifying adjective)</i> flowers <i>(noun)</i> 	<p>noun group a group of words built around a noun that describes or specifies the noun:</p> <ul style="list-style-type: none"> • may include adjectival phrases, eg the chair <i>next to my desk</i> • may include adjectival/relative clauses, eg the chair <i>that is next to my desk</i>
Structure of the verb group			
Early Stage 1	Stage 1	Stage 2	Stage 3
		<p>verb group a group of words built up around a verb:</p> <ul style="list-style-type: none"> • may include auxiliary (helping) verbs, eg She <i>is</i> sitting here • may include two or more verbs, eg He <i>huffed</i> and <i>puffed</i> 	<p>verb group a group of words built up around a verb:</p> <ul style="list-style-type: none"> • may include a preposition or adverb, eg The plane <i>took off</i> • may include modal verbs, eg It <i>might</i> be finished tomorrow • may be complex verbs, eg The plane <i>started to move</i>
Structure of the adverbial phrase			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>where/when/how adverbial phrase contributes extra information about the main clause, eg where, when or how, eg Kim broke the vase <i>in the morning</i> (when); My mother was standing <i>beside my bed</i> (where)</p>	<p>adverbial phrase contributes extra information about the main clause, eg how, when, where, why:</p> <ul style="list-style-type: none"> • includes a preposition plus a noun group • tells us more about the action, eg Kim broke the vase <i>in the morning</i> (when); My mother was standing <i>beside my bed</i> (where); I went home <i>with a friend</i> (with whom) 		

WORD LEVEL			
Nouns			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>noun a naming word for a person, place or thing</p>	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • common noun, eg girl, city • proper noun, eg Mary, Sydney • concrete noun (tangible, may be a common noun or proper noun) • abstract nouns, eg happiness, surprise 	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • singular, eg girl • plural, eg girls • collective, eg crowd • term of address, eg Mr Jones 	<p>noun a naming word for a person, place or thing:</p> <ul style="list-style-type: none"> • technical, eg nucleus
Articles			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>article a, an, the placed before a noun to form part of a noun group; may refer to a specific person or thing (<i>the</i>), or a non-specific person or thing (<i>a, an</i>)</p>		
Adjectives			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>adjective a word that describes a noun</p>	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • describing, eg size, colour, shape (big, red, round, beautiful, sunny) • numbering, eg two 	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • possessive, eg our • comparative, eg bigger 	<p>adjective a word that describes a noun:</p> <ul style="list-style-type: none"> • classifying, eg <i>native</i> flower • modal, eg <i>possible</i> answer
Pronouns			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>pronoun a word that stands instead of a noun, eg I, me, he, she</p>	<p>pronoun a word that stands instead of a noun:</p> <ul style="list-style-type: none"> • personal pronoun, eg I, me, him, it • possessive pronoun, eg This book is <i>mine</i>; it is not <i>yours</i> 		<p>pronoun a word that stands instead of a noun:</p> <ul style="list-style-type: none"> • relative pronoun, eg <i>who, that</i> (for people) and <i>which, that</i> (for things)

Verbs			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>verb a word that tells what is happening or what is:</p> <ul style="list-style-type: none"> • action verb (describes doing or saying), eg run, shout • thinking verb, eg wonder 	<p>verb a word that tells what is happening or what is:</p> <ul style="list-style-type: none"> • relating verb, eg She <i>is</i> my teacher • feeling verb, eg I <i>liked</i> the movie • possessing verb, eg He <i>has</i> a new car <p>tense eg, She went home (<i>past</i>); Koalas eat leaves (<i>present</i>); She will arrive tomorrow (<i>future</i>)</p>	<p>elaborated tenses multiple word tenses, eg We <i>have been working</i> for three hours</p>
Adverbs			
Early Stage 1	Stage 1	Stage 2	Stage 3
who/what/when/where words	<p>adverb a word that describes a verb or adjective to tell when, where or how, eg She sings <i>occasionally</i>; He is <i>really</i> interesting</p>	<p>adverb a word that tells something about a verb, adjective or another verb, eg manner, place or time. Adverbs may show:</p> <ul style="list-style-type: none"> • modality, eg possibly • degree, eg very • comments or opinions, eg luckily 	
Prepositions			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>preposition placed in front of a noun group to show where or when, eg <i>on</i> the box (<i>where</i>), <i>before</i> my birthday (<i>when</i>)</p>	<p>preposition placed in front of a noun group to show time (<i>when</i>), place (<i>where</i>), manner (<i>how</i>) or causality (<i>why</i>), eg in front of, throughout, underneath</p> <p>prepositional phrases units of meaning within a clause that begin with a preposition; indicate how, when, where or why, eg She ran <i>into the garden</i>, He is available <i>from nine o'clock</i></p>	

WORD BUILDING AND ORIGINS			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>compound word two words combined, eg playground</p> <p>base words eg happy</p> <p>prefixes attached to the beginning of a base word to change the meaning, eg <i>un</i>happy</p> <p>suffixes attached to the end of a base word to change the meaning, eg happy<i>ly</i></p>	<p>word origins the source and history of words (etymology), eg telephone (Greek), pedestrian (Latin), bungalow (Indian)</p>	
CREATIVE AND EVALUATIVE LANGUAGE			
Early Stage 1	Stage 1	Stage 2	Stage 3
	<p>creative language features</p> <ul style="list-style-type: none"> alliteration, eg <u>s</u>lippery, <u>s</u>lithering <u>s</u>nakes onomatopoeia, eg the wind <i>whooshed</i> repetition 	<p>evaluative language includes words used to express feelings and opinions, judgements and assessments, eg it was an <i>excellent</i> piece of writing</p> <p>creative language features</p> <ul style="list-style-type: none"> simile, eg She sings <i>like an angel</i> metaphor, eg She is an angel idiom, eg Pull yourself together personification, eg The water licked at my feet nonsense words, spoonerisms, neologisms, puns 	<p>evaluative language words used to give a text a particular perspective (eg judgemental, critical, emotional), to evoke a particular audience response, and to express shades of feeling, meaning or opinion, eg:</p> <ul style="list-style-type: none"> emotive language modality (possibility, probability, obligation, conditionality) <p>creative language features</p> <ul style="list-style-type: none"> emphasis irony humour
PUNCTUATION			
Early Stage 1	Stage 1	Stage 2	Stage 3
<p>capital letter used for names and to signal the beginning of a sentence</p> <p>full stop used to signal the end of a sentence</p> <p>question mark used to signal a question</p> <p>exclamation mark used to provide emphasis</p> <p>quotation marks used to signal quoted (direct) speech</p>	<p>capital letter used for proper nouns</p> <p>question mark used to signal the end of a question</p> <p>exclamation mark used to signal the end of an exclamation</p> <p>comma separates items in a list</p>	<p>quotation marks used to signal dialogue, titles and quoted (direct) speech</p> <p>apostrophe used to signify a contraction</p>	<p>apostrophe used to signify possession</p> <p>comma used to separate clauses</p>



APPENDIX C:

Scope and sequence of grammar and punctuation skills K-6:

Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

EARLY STAGE ONE				
TEXT LEVEL – COHESION	Term 1	Term 2	Term 3	Term 4
pronoun reference				
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE				
sentence				
conjunction				
CLAUSE LEVEL – STRUCTURE OF THE CLAUSE				
statement				
question				
command				
exclamation				
WORD LEVEL				
noun				
adjective				
pronoun				
Adverbs - who/what/when/where words				
PUNCTUATION				
capital letter				
full stop				
question mark				
exclamation marks				
quotation marks				



Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

STAGE ONE				
TEXT LEVEL – COHESION	Term 1	Term 2	Term 3	Term 4
synonyms				
antonyms				
time connectives				
word families				
noun–pronoun agreement				
Subject–verb agreement				
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE				
compound sentence				
quoted (direct) speech				
reported (indirect) speech				
coordinating conjunction				
paragraph				
CLAUSE LEVEL – STRUCTURE OF THE CLAUSE				
clause				
GROUP AND PHRASE LEVEL				
noun group				
adverbial phrase				
WORD LEVEL				
noun: common noun, proper noun, concrete noun(may be a common noun or proper noun) abstract nouns				
article: a, an, the				
adjective				
pronoun: personal pronoun, possessive pronoun				
verb: action verb, thinking verb				
adverb				

preposition				
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WORD BUILDING AND ORIGINS				
compound word				
base words				
prefixes				
suffixes				
CREATIVE AND EVALUATIVE LANGUAGE				
alliteration				
onomatopoeia				
repetition				
PUNCTUATION				
capital letter				
question mark				
exclamation mark				
comma				



Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

STAGE TWO				
TEXT LEVEL – COHESION	Term 1	Term 2	Term 3	Term 4
homonyms and homophones				
cohesive links				
connectives				
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE				
complex sentence				
quoted (direct) speech				
reported (indirect) speech				
CLAUSE LEVEL – STRUCTURE OF THE CLAUSE				
clause				
GROUP AND PHRASE LEVEL				
noun group				
verb group				
WORD LEVEL				
noun: singular, plural, collective, term of address				
adjective				
verb: relating verb, feeling verb, possessing verb, tense				
adverb modality, degree, comments or opinions				
preposition, prepositional phrases				
WORD BUILDING AND ORIGINS				
word origins				
CREATIVE AND EVALUATIVE LANGUAGE				
evaluative language				
simile				
metaphor				

idiom				
personification				
nonsense words, spoonerisms, neologisms, puns				
PUNCTUATION				
quotation marks				
apostrophe (contractions)				



Concepts addressed in earlier stages should be reviewed and consolidated according to student needs and syllabus requirements.

STAGE THREE				
TEXT LEVEL – COHESION	Term 1	Term 2	Term 3	Term 4
nominalisation				
reference links				
SENTENCE LEVEL – STRUCTURE OF THE SENTENCE				
topic sentence				
CLAUSE LEVEL – STRUCTURE OF THE CLAUSE				
main clause (independent clause)				
subordinate clause (dependent clause)				
voice: active, passive voice				
author voice				
GROUP AND PHRASE LEVEL				
noun group				
verb group				
WORD LEVEL				
noun: technical				
adjective: classifying, modal				
pronoun: relative pronoun				
verb: elaborated tenses				
CREATIVE AND EVALUATIVE LANGUAGE				
evaluative language: emotive language, modality				
creative language features: emphasis, irony, humour				
PUNCTUATION				
apostrophe of possession				
comma separating clauses				