

Age 10-11 > Punctuation > Overview

This overview includes Year 6 statements from the National Curriculum English Appendix 2 PUNCTUATION section and their relationship to the exercises in the PUNCTUATION section of tesSPaG.

Statements from the National Curriculum Appendices	Teacher Notes about Punctuation Objectives	Title of Exercise	Exercise Details
<i>PUNCTUATION: How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i>	The use of hyphens can avoid ambiguity in description: there is a difference between a light blue sweater, and a light-blue sweater. A particular ambiguity arises with verbs with the prefix -re where there is a difference between, for example, 're-treat' and 'retreat'.	<i>I can use a hyphen to avoid ambiguity with noun modifiers.</i>	Place a hyphen to remove ambiguity in the sentences.
		<i>I can use a hyphen to avoid ambiguity when using a prefix</i>	Place a hyphen to remove ambiguity in the sentences.
<i>PUNCTUATION: Use of the colon to introduce a list</i>	Colons can introduce a list which is then punctuated with commas. The use of the colon adds emphasis to the list. There is, as usual, no comma before the 'and' in the list.	<i>I can choose when to use a colon to introduce a list.</i>	Place a colon to introduce the lists in the sentences.
<i>PUNCTUATION: Use of the semicolon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</i>	A colon can be used to separate two independent clauses when the second clause is directly related to, explains, or is caused by the first clause. Usually the second clause receives more emphasis than the first: 'It's been snowing all night: the roads are terribly dangerous.' Here, the first clause is the reason for the second. The clause after the colon is not capitalised unless it is the first in a list of sentences, or it introduces a formal quote.	<i>I can use colons to demarcate independent clauses.</i>	Add colons to demarcate independent clauses that are directly related.
	Semicolons demarcate two independent clauses where the relationship between them is less causal and direct. As punctuation, the semicolon can provide a link between two independent clauses that might otherwise be made by a connective. (It is always incorrect to join two independent clauses with a comma splice.) She didn't like going to school; she'd always preferred to stay at home.	<i>I can use semicolons to demarcate independent clauses.</i>	Add semicolons to demarcate independent clauses that are loosely related.
	Dashes separate two independent clauses in a much less formal fashion than the semicolon and the colon. A single dash is also used to indicate a break in speech or train of thought, or to add an afterthought to speech.	<i>I can use dashes to demarcate independent clauses.</i>	Add a dash to show the relationship between independent clauses in informal speech.

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<p>PUNCTUATION: Not explicitly listed in NC – Revision of punctuation of more complex sentences including reported and direct speech</p>	<p>These exercises revise the punctuation of complex sentences both with and without direct and reported speech. Adverbial clauses added to direct speech are punctuated with commas to clarify them. Adverbs added to these adverbial clauses are punctuated with commas if it is desired to emphasise them.</p>	I can punctuate a complex sentence with commas.	Practise punctuating complex sentences with commas.
	<p>When a reporting clause comes in the middle of the sentence, the end of the reporting clause plus any additional adverbials is only punctuated with a comma if it is very clear that the direct speech sentence is run on over the reporting clause. In other cases, a full stop ends the extended reporting clause.</p>	I can say whether an apostrophe is being used for omission or possession.	Is the apostrophe in the sentence being used for omission or possession?
	<p>When punctuating reported speech, it's not necessary to use a comma after the reporting clause (usually 'she told me' or 'she said that') unless the reported speech that immediately follows uses a fronted adverbial, when the use of a comma can clarify what is said:</p> <p>She said that she had tried to buy my game, but that the shop had been closed.</p> <p>She said that, although she had tried to buy my game, the shop had been closed.</p>	I can choose where to put commas in a list (revision).	Put the correct number of commas in the correct places.
	<p>Lists sometimes need to be clarified with an Oxford (or serial comma) especially if the last but one item could be confused with the last:</p> <p>My favourite flavours are cherry, rum and raisin, and chocolate.</p>	I can choose when to use a comma or a full stop in extended speech.	Place the commas and full stops in the extended speech sentences where needed.
		I can punctuate reported speech with embedded adverbial or adjectival clauses.	Practise punctuating reported speech with commas to demarcate adverbial or adjectival clauses.
<p>TERMINOLOGY: Revision of the terms used in this year group</p>	<p>These exercises are intended to check pupils' understanding of the range of concepts and terms used in this and earlier year groups and to help revise for the SPaG test.</p>	<i>Punctuation revision - SPaG practice questions (set 1).</i>	For punctuation practice and revision.
	<p>They are based on the punctuation questions that pupils might see in a formal short answer SPaG test paper.</p>	<i>Punctuation revision - SPaG practice questions (set 2).</i>	For punctuation practice and revision.