KS2 PUNCTUATION REQUIREMENTS

Punctuation	Definition	Example
Capital letter	Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).	Joel has karate training ever Monday afternoon at Wells Primary School. In January, the children will be visiting London Zoo.
Full stop	Placed at the end of a sentence that is not a question or statement.	Terry Pratchett's latest book is not yet out in paperback. I asked her whether she could tell me the way to Brighton.
Question mark	Indicates a question/disbelief.	Who else will be there? Is this really little Thomas?
Exclamation mark	Indicates an interjection/surprise/strong emotion	What a triumph! I've just about had enough! Wonderful!
Inverted commas	Punctuation marks used in pairs (" ") to indicate: • quotes (evidence). • direct speech • words that are defined, that follow certain phrases or that have special meaning.	*For direct speech:* Janet asked, "Why can't we go today?" *For quotations:* The man claimed that he was "shocked to hear the news". *For words that are defined, that follow certain phrases or that have special meaning:* 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds. Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
Apostrophes	Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')	*Contractions:* *Is not = isn't Could not = couldn't* *Showing Possession:* *With nouns (plural and singular) not ending in an s add 's:* the girl's jacket, the children's books *With plural nouns ending in an s, add only the apostrophe:* the guards' duties, the Jones' house; **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] *With singular nouns ending in an s, you can add either 's or an apostrophe alone:* the witness's lie or the witness' lie (be consistent)
Commas	Used between a list of three or more words to replace the word *and* for all but the last instance.	Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.
	To mark phrases or clauses	*To indicate contrast:* The snake was brown, not green, and it was quite small. *Where the phrase (embedded clause) could be in brackets:* The recipe, which we hadn't tried before, is very easy to follow. Use of commas after **fronted adverbials** *Where the phrase adds relevant information:* Mr Hardy, aged 68, ran his first marathon five years ago. *To mark a subordinate clause:* If at first you don't succeed, try again. Though the snake was small, I still feared for my life. *Introductory or opening phrases:* In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. *Conjunctive verbs:* Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour. *Clarify meaning or avoid ambiguity*

These will all be taught during the normal course of English lessons.

KS2 PUNCTUATION REQUIREMENTS

Brackets	**(also known as parentheses)** Used for additional information or explanation.	*To clarify information:* Jamie's bike was red (bright red) with a yellow stripe. *For asides and comments:* The bear was pink (I kid you not). *To give extra details:* His first book (The Colour Of Magic) was written in 1989.
Ellipsis	Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).	*A pause in speech:* "The sight was awesome… truly amazing." *At end of a sentence to create suspense:* Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced…
Dash	Used to show interruption (often in dialogue) or to show repetition.	*To show interruption:* "The girl is my – " "Sister," interrupted Miles, "She looks just like you." *To show repetition:* "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
Colons	a) Used before a list, summary or quote b) Used to complete a statement of fact	*Before a list:* I could only find three of the ingredients: sugar, flour and coconut. *Before a summary:* To summarise: we found the camp, set up our tent and then the bears attacked. *Before a line of speech:* Tom asked: "May I have another cupcake?" *Before a statement of fact:* There are only three kinds of people: the good, the bad and the ugly. Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists
Semi-colons	Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] *To link two separate sentences that are closely related:* The children came home today; they had been away for a week. *In a list:* Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company. Use of the colon to introduce a list and use of semi-colons within lists
hyphen		How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
bullet points		Punctuation of bullet points to list information
Layout devices		for example, headings, sub-headings, columns, bullets, or tables, to structure text

These will all be taught during the normal course of English lessons.