**Grammar & Punctuation Progression Of Skills**

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| **Year 1** | * Regular plural noun suffixes (-s or -es) . * Suffixes added to verbs where no change is made to the root word (e.g. helping, helped, helper). * How the prefix “un” changes the meaning of verbs and adjectives. * How words combine to make sentences. * Separation of words with spaces. * Joining words and clauses using “and”. * Sequencing sentences to form short narratives. * Introduction to capital letters, full stops, question marks and exclamation marks. * Use capital letters for proper nouns and the personal pronoun “I”. |
| **Year 2** | * Formation of adjectives using suffixes such as -ful, -less. * Formation of nouns using suffixes such as –ness,-er and by compounding (eg whiteboard). * Use of suffixes –er –est and “ly” to turn adjectives into adverbs. * Co-ordination: or, and, but. * Subordination: when, if that, because. * Expanded noun phrases for description and specification. * How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. * Using the past and present tense correctly and consistently. * *Past progressive: She was eating her porridge/ the coach driver was waiting.* * *Present progressive: “She is sitting in my chair!” shouted Daddy Bear.* * Commas in a list: *You will need: bread, butter, cheese and a knife.* * Apostrophes for contraction and singular possession. * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. |
| **Year 3** | * Begin to choose appropriate nouns or pronouns for clarity and cohesion and to avoid repetition. * Express time, place and cause using conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) and prepositions (before, after, during, in*) Next, the grain passes through the chute to the pan below.* * Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although). * Use the present perfect form of verbs instead of the simple past (He has gone out to play rather than He went out to play). * Introduction to inverted commas to punctuate direct speech. * Introduction to paragraphs as a way to group related material. * Headings and subheadings to aid presentation. * Use fronted adverbials. * Use commas after fronted adverbials. * Indicating possession by using the possessive apostrophe with singular and plural nouns. * Formation of nouns using a range of prefixes (eg: super, anti, auto). * Use of the forms a or an according to whether the next word begins with a consonant or vowel. * Word families based on common words, showing how words are reflected in form and meaning (e.g, solve, solution, solver, dissolve, insoluble). |
| **Year 4** | * Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although). * Use the present perfect form of verbs in contrast to the past tense. * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Use conjunctions, adverbs and prepositions to express time and cause. * Use fronted adverbials. * Use commas after fronted adverbials. * Use inverted commas and other punctuation to indicate direct speech (eg: a comma after the reporting clause; end punctuation with inverted commas). * Apostrophes to mark singular and plural possession (The girl’s name/ the girls’ names). * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (The teacher expanded to The strict maths teacher with curly hair). * Use of paragraphs to organise ideas around a theme. * Standard English forms for verb inflections instead of spoken forms (*We were* instead of *we was/ I did* instead of *I done).* * The grammatical difference between plural and possessive. |
| **Year 5** | * Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?* * Devices to build cohesion in a paragraph *(eg: then, after, that, this, firstly).* * Linking ideas across paragraphs using adverbials of time (eg: later) place (eg: nearby) and number (eg: secondly) or tense choices (eg he *had* seen her before). * Use brackets, dashes or commas to indicate parenthesis. * Use hyphens and commas to clarify meaning or avoid ambiguity. * Use semicolons, colons or dashes to mark boundaries between independent clauses. * Use a colon to introduce a list and punctuate bullet points consistently. * Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept). * Use passive verbs to affect the presentation of information in a sentence. * Use the perfect form of verbs to mark relationships of time and cause. * Expanded noun phrases to convey complicated information concisely. * Converting nouns or adjectives into verbs using suffixes (eg –ate, -ise, -ify) * Using verb prefixes (eg dis-, -de-, mis-, over-, and re-) |
| **Year 6** | * Use brackets, dashes or commas to indicate parenthesis. * Use hyphens and commas to clarify meaning or avoid ambiguity. * Use semicolons, colons or dashes to mark boundaries between independent clauses *(It’s raining; I’m fed up).* * Use a colon to introduce a list and punctuate bullet points consistently. * The difference between vocabulary typical of formal and informal speech and writing. *“School uniform is widely regarded as a necessity to be tolerated. However, many disagree with this view.”/ “School uniform- a great idea or the biggest pain ever? You decide.”* * The difference between structures that are appropriate for formal and informal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept). * How words are related by meaning as synonyms and antonyms. * The difference between structures typical of formal and informal speech and writing (eg, the use of question tags: *He’s your friend isn’t he?* Or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing). * Use of the passive to affect the presentation of information in a sentence (*Water was added to the solution. Holidaymakers are typically found in the Newhaven area from July onwards).* * Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as *on the other hand, in contrast* or *as a consequence)* and ellipsis. * Layout devices (headings, subheadings, columns, bullets or tables) to structure texts. * Use the perfect form of verbs to mark relationships of time and cause (*I have walked. I had walked, I will have walked*). * Expanded noun phrases to convey complicated information concisely. * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?* * Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. |