**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”.
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| **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.
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| **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).
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| **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.
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| **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-)
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| **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.
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