



Progression in Grammar, Punctuation and Vocabulary St Matthew's Federation



Progression in Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To leave spaces between words. To begin to use capital letters and full stops to mark the start and end of a sentence. To use a capital letter for names of people, places, the days of the week and for the personal pronoun 'I'. To be introduced to using question marks at the end of a sentence to show the sentence is a question. To be introduced to exclamation marks to make the sentence 'stronger.'	Consolidate Year 1, plus: To use commas in lists To use apostrophes for shortened forms (contraction) To use apostrophes for singular possession in nouns	Secure in all from Year 1 & 2 plus: To use inverted commas (speech marks) to punctuate direct speech. To know how to set out dialogue - new speaker, new line.	Secure in all from KS1 and Year 3, plus: To use inverted commas and other punctuation to indicate direct speech - e.g. a comma after the reporting clause; end punctuation within inverted commas. Sally asked, "Can we come round later?" To use commas after fronted adverbials. To know how conjunctions can be used instead of full stops to create compound and complex sentences. To use apostrophes to mark plural possession.	Secure in all from KS 1 and Lower KS2 plus: To use commas to clarify meaning or/and avoid ambiguity. To use brackets for parenthesis. To begin to explore the effect of using different punctuation for parenthesis (pairs of brackets, pairs of commas, pairs of dashes). To use inverted commas to mark quotations and direct speech. To use a singular dash to add an extra thought or piece of information	Secure in all from KS1, Lower KS2 and Year 5, plus: To use hyphens effectively to link words together and to avoid ambiguity. To use ellipses to link ideas across paragraphs. To use bullet points to list information and punctuate them consistently. To use colons effectively to start a list, a quotation, an example or an explanation. To use semicolons effectively to separate two clauses that could

To know whether to use a full stop, question mark or exclamation mark at the end of a sentence.				onto the end of a sentence. To use commas to separate a relative clause.	be written as two separate sentences.
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Progression in Grammar

Year 1	Year 2	Year 3
- use common nouns - use proper nouns -Use regular plural noun suffixes s or es and explore the effects of these suffixes on the meaning of the noun (no change to the noun) -Identify and use adjectives -Identify and use verbs -Explore adding suffixes ing, ed, er, est to verbs where no change is needed in the spelling of root words e.g. helper, helped, helping, richest -Understand how the prefix un changes the meaning of verbs and adjectives e.g. unkind, untie -Understand how words can combine to make sentences -Use the conjunction 'and' to extend sentences -Sequencing sentences to form short narratives	Consolidation of Year 1, plus: -Choose nouns carefully to give the reader a clear picture -Create noun phrases to give the reader a clear picture (e.g. blue butterfly, man in the moon) -Form nouns using suffixes such as -ness -er -Form compound nouns e.g. whiteboard, superman -Choose adjectives carefully to give the reader a clear picture -Form adjectives using suffixes such as -ful, -less -Explore suffixes -er, -est in adjectives -Explore turning adjectives into adverbs using the suffix -ly -Choose verbs carefully to give the reader a clear picture	Consolidation of Year 2, plus: -Form a range of nouns using a range of prefixes e.g. auto-, super- anti- -Identify the correct use of 'an' or 'a' depending on whether the next word starts with a vowel sound or a consonant sound. -Explore the pluralisation of nouns including nouns which change to form a new word e.g. child/children -Identify word families based on common root words explaining how these words are linked in both form and meaning (e.g. solve, solution, dissolve, insoluble) -Use comparative adjectives and superlatives e.g. shorter, shortest -Identify and use adverbs -Identify regular and irregular verbs in the simple present and simple past tense

	-Use the present progressive verb form to mark actions in progress e.g. she is eating -Use the past progressive verb form e.g. she was eating -Explore using simple conjunctions (connectives that connect together ideas within a sentence) e.g. coordinating conjunctions and, but, so, and subordinating conjunctions because, when, if, that -Identify regular verbs in the simple present and simple past tense -Identify sentences as statements, questions, exclamations or commands - Learn how to use some features of written Standard English e.g. not using contractions	-Explore using simple conjunctions e.g. coordinating conjunctions and, but, so, or plus subordinating conjunctions because, when, before, after, or prepositions before, after, during, in, because of -Explore using time adverbials to make clear the sequence of events - Use of the present perfect forms of verbs instead of the simple past tense e.g. He has gone out to play <i>contrasted with</i> He went out to play. -Explore the effect of moving an adverb within a sentence -Identify pronouns including possessive pronouns -Recognise subordinate and main clauses in sentences -Begin to use paragraphs as a way to group material -Identify writing in the first and third person - Explore how verbs change depending on the person being written about -Use headings and subheadings to aid presentation
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Year 4	Year 5	Year 6
Consolidation of Year 3, plus: -Identify and use fronted adverbials e.g. Later that day, ...	Consolidation of Year 4, plus:	Consolidation of Year 5, plus:

- Create expanded noun phrases for describing and specification by adding modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to the strict maths teacher with curly hair - Know the difference between plural and possessive –s - Use paragraphs to organise ideas around a theme. - Identify pronouns including possessive pronouns - Use a range of pronouns or nouns to avoid repetition and aid cohesion across sentences - Use and identify determiners - Explore how using simple conjunctions (connectives that connect together ideas within a sentence) e.g. coordinating conjunctions and, but, so, or + subordinating conjunctions because, when, if, that, since, although, even though - Recognise and use subordinate and main clauses in sentences - Make a simple sentence longer by adding adjectives, adverbs and prepositions - Know that simple sentences can be made longer by adding a phrase - Know that simple sentences can be made longer by adding a clause	- Understand verb prefixes e.g. dis-, de-, is-, over- and re- - Use modal verbs to indicate degrees of possibility e.g. might should, will - Indicate degrees of possibility using adverbs (perhaps, surely, definitely) or modal verbs (might, should, will, must) - Convert nouns or adjectives into verbs using suffixes e.g. –ate –ise –ify - Recognise and write sentences which include relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) or an omitted relative pronoun - Link ideas across paragraphs using adverbials of time (e.g. later,) place (nearby) and number (secondly) or tense choices (he had seen her before) - Continue to develop use of subordinating conjunctions and identify them - Write in the first and third person - Know that simple sentences can be made longer by adding a phrase - Explore how sentences can be positive or negative - Understand how to accurately précis a longer passage	- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing find out/ discover, ask for/request - Understand the use of question tags and the subjunctive form of the verb in formal writing - Link ideas across paragraphs using repetition of word or phrase - Link ideas across paragraphs using adverbials such as on the other hand, in contrast, as a consequence - Link ideas across paragraphs using an ellipsis - Recognise and use layout devices such as headings, subheadings, columns, bullets, tables to structure texts - Identify how words are related by meaning as synonyms and antonyms - Identify active and passive voice - Change writing from active to passive voice and vice versa - Use simple, compound and complex sentences effectively to make writing smooth and flowing - Identify direct and reported speech - Change writing from direct and reported speech
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- Write in the first and third person - Explore how the meaning of a sentence changes when using a different preposition		
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Vocabulary for Pupils to Know

Year 1	Year 2	Year 3
• letter • capital letter • word • singular • plural • sentence • punctuation • full stop • question mark • exclamation mark	• noun • noun phrase • statement • question • exclamation • command • compound • suffix • adjective • adverb • verb • tense • apostrophe • comma	• preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter vowel • vowel letter • inverted commas (or speech marks)
Year 4	Year 5	Year 6
• determiner • pronoun • possessive pronoun • adverbial	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity	• subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon

		• semi-colon • bullet point
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