

Whole School Progression in Grammar and Punctuation

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Verb suffixes where root word is unchanged (-ing, -ed, -er). Regular plural noun suffixes (-s, -es). Understand how the prefix un- changes the meaning of verbs and adjectives.	Formation of nouns using suffixes such as –ness, –er and by compounding. Formation of adjectives using suffixes such as –ful, –less. Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. Consistent use of past and present tense (simple).	Formation of nouns using a range of prefixes. Use of the forms 'a' or 'an' Word families based on common words.	The grammatical difference between plural and possessive – Standard English forms for verb inflections instead of local spoken forms.	Converting nouns or adjectives into verbs using suffixes Verb prefixes [for example, dis-, de-, mis-, over- and re-].	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Understand how words are related by meaning as synonyms and antonyms.
Sentence	Orally rehearse, and learn to recall, sentences and phrases in preparation for writing. Write purposeful phrases and sentences using fingers spaces re-reading what they have written to check that it makes sense.	Sequence sentences to form short narratives. Combine words to make sentences. Join words and clauses using 'and'. Some use of time adverbials to help with sequencing.	Subordination (using when, if, that, because) and coordination (using or, and, but). Expanded noun phrases for description and specification (single adjectives). Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Accurate use of the year before's punctuation. Expressing time, place and cause using conjunctions, adverbs or prepositions. Use of subordination within a sentence.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Fronted adverbials (with commas).	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs.	Use of the passive to affect the presentation of information in a sentence. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms to come in some very formal writing and speech.

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Text	Write purposeful phrases and sentences using finger spaces. Phonic attempt.	Sequencing sentences to form short narratives.	Correct choice and consistent use of present tense and past tense throughout writing (simple edits included). Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time place and number or tense choices.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. Layout devices for organisation.
Punctuation	Finger spaces. Begin to punctuate sentences using a capital letter and a full stop.	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes for contracted forms and the possessive (singular).	Begin to use and punctuate direct speech (i.e. Inverted commas). Beginning to use adverbials to demonstrate time and cause.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas]. Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. Use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity.
Grammatical Terminology	grapheme, phoneme, finger spaces	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 (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	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 points

Handwriting		Sit correctly at a table, holding pencil comfortably and correctly. Begin to form lower case letters in the correct direction starting and finishing in the right place. Form capital letters accurately. Form digits 0 – 9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	Writing is always legible and neat. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined.	Use cursive script that is legible and neat. Increase the legibility, consistency and quality of their handwriting - down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.	Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task. Maintain legibility when writing at speed and for increasing lengths of time.