

St Luke's C of E Primary School

Vocabulary, Grammar and Punctuation Progression Document



Year 1: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	• Use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	plural noun, singular noun suffix verbs, root word prefix
SENTENCE	• Learn how words can combine to make sentences • Begin to join words and clauses using and	sentence conjunction
TEXT	• Sequence sentences to form short narratives sequence	Sequence
PUNCTUATION	• Separate words with spaces • Introduce to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for names of people, places, days of the week and for the personal pronoun 'I'	Spaces Punctuation, capital letter, full stops, question marks, Exclamation marks proper noun, personal pronoun

Year 2: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	- Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) - Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	noun, suffix compound noun adjectives adverb
SENTENCE	- Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but) - Use expanded noun phrases for description and specification [for example, using an adjective: the blue butterfly, plain flour, or using a prepositional phrase: the man in the moon] - Learn how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	subordinating conjunction coordinating conjunction subordination, co-ordination noun phrase, expanded noun phrase, adjective statement, question, exclamation, command
TEXT	- Make correct and consistent use of present tense and past tense throughout writing - Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] - Begin to develop an understanding of some features of written Standard English [for example, use of contractions, or ‘gonna’]	verb, tense (past, present) past progressive present progressive Standard English
PUNCTUATION	- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences - Use commas to separate items in a list - Use apostrophes to mark where letters are missing in spelling [for example: didn’t, she’s] and to mark singular possession in nouns [for example, the girl’s name]	

Year 3: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	- Form nouns using a range of prefixes [for example super-, anti-, auto-] - Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] - Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	noun, prefix determiner, indefinite article consonant/vowel word family/root word
SENTENCE	- Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences	conjunctions adverb preposition main clause, subordinate clause
TEXT	- Begin to use paragraphs as a way to group related material - Use headings and sub-headings to aid presentation - Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	paragraph heading/sub-heading present perfect simple past
PUNCTUATION	- Begin to use inverted commas to punctuate direct speech - Begin to use an apostrophe for possession	direct speech, inverted commas, apostrophe

Year 4: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	• Understand the grammatical difference between plural and possessive –s • Know the difference between Standard English forms for verb inflections and local spoken forms [for example, we were instead of we was, or I did instead of I done] • Recognise different determiners and the changes in meaning [for example: an apple, the apple, those apples, three apples]	plural, possessive Standard English/non-Standard English determiner, indefinite article, definite article
SENTENCE	• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Use fronted adverbials [for example, Later that day, I heard the bad news.]	noun phrase, adjective preposition(al) phrases fronted adverbial
TEXT	• Use of paragraphs to organise ideas around a theme • Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition	paragraphs, theme pronoun, possessive pronoun cohesion
PUNCTUATION	• Use 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!”] • Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Use commas after fronted adverbials and to mark boundaries between clauses	inverted comma, direct speech, comma apostrophe, plural possession fronted adverbial, clause

Year 5: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	• Know how to convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use verb prefixes [for example, dis–, de–, mis–, over– and re–] to change the meaning of the verb	noun, adjective, verb suffix/ prefix
SENTENCE	• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely	relative clause/relative pronoun adverbs of degree, modal verbs perfect tense expanded noun phrase
TEXT	• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	cohesion, paragraph adverbials of time tenses
PUNCTUATION	• Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity [for example: let’s eat Grandma!]	parenthesis, bracket, dash commas, ambiguity, clarify

Year 6: Detail of content to be introduced (statutory requirement)		Terminology for pupils
WORD	• Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].	informal speech/formal writing synonyms, antonym
SENTENCE	• Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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 and speech]	Passive active Subject object question tags subjunctive form
TEXT	• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables] to structure text]	cohesive devices, repetition, adverbial, ellipsis headings, subheading, column, bullets, tables.
PUNCTUATION	• Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use a colon to introduce a list and use semi-colons within lists • Punctuate of bullet points to list information • Know how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • Use ellipsis for cohesion	semi-colon, dash, colon bullet points hyphen ellipsis