

St Luke's Grammar and Punctuation Progression

	New content Year 1	New content Year 2	New content Year 3	New content Year 4	New content Year 5	New content Year 6
Word						
Prefix / suffix	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]	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	Form nouns using a range of prefixes [for example super–, anti–, auto–] Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Use some prefixes and suffixes and understand how to add them (English Appendix 1 NC) Spell common homophones and some words that are commonly misspelt in the Year 3 spelling list	Understand the grammatical difference between plural and possessive –s Use further prefixes and suffixes and understand how to add them (English Appendix 1 NC) Spell further homophones and words commonly misspelt in the Year 3 and 4 spelling list	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	
Dictionary spelling			Use the first two or three letters of a word to check its spelling in a dictionary write (English Appendix 1 NC)	Use a dictionary and thesaurus to spell increasingly complex words and to make a choice of words (English Appendix 1 NC)	Use a dictionary and thesaurus to spell increasingly complex words and to make a choice of words (English Appendix 1 NC)	Use a dictionary and thesaurus to check the spelling the spelling of uncommon or more ambitious vocabulary (English Appendix 1 NC)
Determiners/ quantifiers			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 different determiners and the changes in meaning [for example: an apple, the apple, those apples, three apples]		
Standard English / tense			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]	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]	Use the perfect form of verbs to mark relationships of time and cause	Maintain the correct tense and tone throughout a piece of writing
Form						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, subjunctive / impersonal form] Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].
National curriculum (spelling)	Spelling rules and guidance Year 1 (English Appendix 1 NC)	Spelling rules and guidance Year 2 (English Appendix 1 NC)	Spelling rules and guidance Year 3 (English Appendix 1 NC)	Spelling rules and guidance Year 4 (English Appendix 1 NC)	Spelling rules and guidance Year 5 (English Appendix 1 NC)	Spelling rules and guidance Year 6 (English Appendix 1 NC)

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Sentence						
Cohesion	Learn how words can combine to make sentences Begin to join words and clauses using and	Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but)	Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences Express time, place and cause using conjunctions [for example, when, before, after, while, so, because, although], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Use fronted adverbials [for example, Later that day, I heard the bad news.] Engage the reader through the use of varied sentence openers	Engage the reader through the use of varied sentence openings	Make appropriate use of a wide variety of sentence constructions (including the use of subordinating conjunctions, short sentences for effect and openers)
Description and detail		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]	Begin to build a varied and rich vocabulary and increasing range of structures (see cohesion) Using adjectives and adverbs for description and detail Use some language devices appropriate for the text type (e.g. rhetorical questions, alliteration)	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.] Use some language features appropriate for the text type (e.g. alliteration, onomatopoeia, rhetorical questions, persuasive language) Use varied and rich vocabulary (including adverbs and adjectives for detail)	Use expanded noun phrases to convey complicated information concisely 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 language techniques appropriate for the text type (e.g. repetition, figurative language, rhetorical questions, persuasive language) Use varied and rich vocabulary (including the use of adverbs and adjectives for detail)	Use language techniques (e.g. repetition, figurative language, persuasive language, rhetorical questions) across a range text type Select from a wide range of imaginative and ambitious vocabulary and use expanded noun phrases to convey complicated information concisely
Grammatical pattern		Learn how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Use a range of sentence types, including commands, statements and questions and structures including subordinate clauses, prepositional and adverbial phrases	Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning [e.g. verb forms, passive verbs, modal verbs, adverbs]	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] Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately [e.g. using contracted forms in dialogues in narrative; using passive verbs to affect

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						how information is presented; using modal verbs to suggest degrees of possibility]
Verb form			Use the present perfect form of verbs in contrast to the past and write sentences which are constructed with the correct subject/verb agreement.		Use the perfect form of verbs to mark relationships of time and cause	

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Text						
Tense / form		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’]	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]	Use generally consistent tense, person and tone though out pieces of writing	Beginning to use the correct subject / verb agreement when using singular and plural, distinguishing between the languages of speech and writing Use the correct tense, person and tone consistently throughout pieces of writing	Use verb tenses, person and tone consistently throughout pieces of writing
Cohesion	Sequence sentences to form short narratives sequence	Write simple coherent narratives about personal experiences and recount real events Write about real events, recording these simply and clearly	Begin to use paragraphs as a way to group related material Use headings and sub-headings to aid presentation Create simple settings, characters and a basic plot in narratives	Use of simple 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 Use appropriate organisational devices in non-narrative material [headings, subheadings and columns] Create developed settings, characters and plot in narratives	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] Begin to use specific organisational and presentational devices to structure text and guide the reader Begin to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives	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 and paragraphing [e.g. headings, sub-headings, columns, bullets, or tables to structure text] Integrate dialogue in narratives effectively to convey character and advance the action In narratives, describe settings, characters and atmosphere

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Punctuation						
Demarcation	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’	Demarcate most sentences in their writing with capital letters, full stops, question marks and exclamation marks when required	Demarcate sentences with basic sentence punctuation correctly most of the time (full stops, capital letters, question marks, exclamation marks, apostrophes for contraction, apostrophes for possession (regular plurals), commas for lists	Demarcate sentences with: full stops, capital letters, question marks, exclamation marks, apostrophes for contraction, apostrophes for possession (regular and irregular plurals), commas for lists	Use punctuation taught from year 1 – 5 mostly correctly, including accurate punctuation of direct speech	Use the range of punctuation taught at KS2 mostly correctly [e.g. inverted commas, commas for clarity and other punctuation to indicate speech] (English Appendix 2)
Punctuation		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]	Begin to use inverted commas to punctuate direct speech Begin to use apostrophes for possession	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] Understand the grammatical difference between plural and possessive -s Use commas after fronted adverbials and to mark boundaries between clauses.	Use brackets, dashes or commas to indicate Parenthesis Use commas to clarify meaning or avoid ambiguity [for example: let’s eat Grandma!] Begin to use punctuation for effect [e.g. ellipses, exclamation mark, question mark]	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/effect Can use punctuation precisely to enhance meaning, to avoid ambiguity or for effect (e.g. ellipsis, exclamation mark, question mark, dash)
National curriculum	Grammar, punctuation and vocabulary guidance Year 1 (English Appendix 2 NC)	Grammar, punctuation and vocabulary guidance Year 2 (English Appendix 2 NC)	Grammar, punctuation and vocabulary guidance Year 3 (English Appendix 2 NC)	Grammar, punctuation and vocabulary guidance Year 4 (English Appendix 2 NC)	Grammar, punctuation and vocabulary guidance Year 5 (English Appendix 2 NC)	Grammar, punctuation and vocabulary guidance Year 6 (English Appendix 2 NC)