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Punctuation and Grammar Curriculum Progression Mapping

**Word Structure**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Regular **plural** **noun** **suffixes** –*s* or –*es* (e.g.  *dog*, *dogs;* *wish*, *wishes*)  **Suffixes** that can be added to **verbs** (e.g.  *helping*, *helped*, *helper*)  How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g.* *unkind*, or undoing, *e.g.* *untie* *the* *boat*) | Same as previous year group, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: |
| Formation of nouns using suffixes such as –  ness, –er  Formation of adjectives using suffixes such as –ful, –less  (A fuller list of suffixes can be found in the Year 2 spelling appendix.)  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs | Formation of nouns using a range of prefixes, such as super–, anti–, auto–  Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  **Word** **families** based on common **words** | The grammatical difference between plural and possessive -s  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)  Verb prefixes (e.g. dis–, de–, mis–, over– and re–) | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) |

**Sentence Structure**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| How **words** can combine to make **sentences**  Joining **words** and joining  **sentences** using *and* | Same as previous year group, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: |
| Subordination (using when, if, that, or because) and co- ordination (using or, and, or but)  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)  Sentences with different forms: statement, question, exclamation, command. | Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of). | Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition  Fronted adverbials (e.g.  Later that day, I heard the bad news.). | Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g.  perhaps, surely). | Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)  Expanded noun phrases to convey complicated information concisely (e.g., the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports  day).  The difference between informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of the subjunctive in some very formal writing and speech. |

**Text Structure**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Sequencing **sentences** to form short narratives | Same as previous year group, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: |
| Correct choice and consistent use of present tense and past tense throughout writing  Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the perfect form of verbs to mark relationships of time and cause (e.g. I *have* *written* *it* *down* *so* *we* *can* *check* *what* *he* *said.*) | Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun across  sentences to aid cohesion and avoid repetition | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. |

**Punctuation**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Separation of **words** with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Capital letters for names  and for the personal  **pronoun** *I* | Same as previous year group, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark contracted forms in spelling | Introduction to inverted commas to punctuate direct speech | Use of inverted commas to punctuate direct speech  Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots)  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 (e.g. It’s raining; I’m fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man-eating shark, or recover versus re-cover) |

**Vocabulary**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark | Same as previous year group, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: | Same as previous year groups, plus: |
| verb, tense (past, present), adjective, noun, suffix, apostrophe, comma | word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause | pronoun, possessive pronoun, adverbial | relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity | active and passive voice, subject and object, hyphen, colon, semi- colon, bullet points, synonym and antonym |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 1** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions in  vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases or  clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons |  |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 2** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions  in vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases  or clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons | because after before as  when  as soon as  if |
| Previous Year Group Coverage Also Revised. | | | | |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 3** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions  in vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases  or clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons | because  after  before  as  when  as soon as  if |
| KS1 Coverage Also Revised. | | | | |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 4** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions  in vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases  or clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons | although because after  before  once  as  since when until  wherever whenever while whilst  unless  as soon as  if |
| KS1 and Year 3 Coverage Also Revised. | | | | |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 5** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions  in vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases  or clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons | although because after before once  as since when until  wherever whenever while whilst unless  as soon as  if |
| KS1, Years 3 and 4 Coverage Also Revised. | | | | |

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| **Primary Curriculum Content Domain** | **Language** **structure** | **Standard** **English** | **Vocabulary** **/** **Language**  **Structure** | **Punctuation** | **Subordinate Clause Word List** |
| **Aspect covered in Year 6** | Nouns  Verbs  Adjectives  Connectives  Pronouns  Adverbs  Prepositions  Articles  Statements  Questions  Commands  Clauses  Phrases  Subordinating connectives | Tense agreement  Subject-verb agreement  Double negatives  Use of I and me  Contractions | Word meaning  Vocabulary content  Concision and precisions  in vocabulary  Synonyms  Antonyms  Word groups / families  Prefixes  Suffixes  Singular and plural | Capital letters  Full stops  Question marks  Exclamation marks  Commas in lists  Commas to mark phrases or clauses  Inverted commas  Apostrophes  Brackets  Ellipses  Colons | although because after before once  as since when until  wherever whenever while whilst unless  as soon as  if |
| KS1, Years 3, 4 and 5 Coverage Also Revised. | | | | |