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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, –erFormation 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 -sStandard 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 repetitionFronted 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 pronounIndicating 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 sportsday).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 writingUse 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 materialHeadings and sub-headings to aid presentationUse 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 themeAppropriate choice of pronoun or noun acrosssentences 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 spacesIntroduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**Capital letters for namesand 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 sentencesCommas to separate items in a listApostrophes to mark contracted forms in spelling | Introduction to inverted commas to punctuate direct speech | Use of inverted commas to punctuate direct speechApostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots)Use of commas afterfronted adverbials | Brackets, dashes or commas to indicate parenthesisUse 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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisions invocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrases orclausesInverted commasApostrophesBracketsEllipsesColons |  |

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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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisionsin vocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrasesor clausesInverted commasApostrophesBracketsEllipsesColons | because after before as whenas 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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisionsin vocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrasesor clausesInverted commasApostrophesBracketsEllipsesColons | because after before as whenas 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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisionsin vocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrasesor clausesInverted commasApostrophesBracketsEllipsesColons | although because after before onceas since when untilwherever whenever while whilstunlessas 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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisionsin vocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrasesor clausesInverted commasApostrophesBracketsEllipsesColons | although because after before onceas since when untilwherever whenever while whilst unlessas 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** | NounsVerbsAdjectivesConnectivesPronounsAdverbsPrepositionsArticlesStatementsQuestionsCommandsClausesPhrasesSubordinating connectives | Tense agreementSubject-verb agreementDouble negativesUse of I and meContractions | Word meaningVocabulary contentConcision and precisionsin vocabularySynonymsAntonymsWord groups / familiesPrefixesSuffixesSingular and plural | Capital lettersFull stopsQuestion marksExclamation marksCommas in listsCommas to mark phrases or clausesInverted commasApostrophesBracketsEllipsesColons | although because after before onceas since when untilwherever whenever while whilst unlessas soon as if |
| KS1, Years 3, 4 and 5 Coverage Also Revised. |