



Vocabulary, Grammatical and Punctuation Progression

Year group	Knowledge and skills: awareness, sentence construction and punctuation (Key vocabulary in bold)	
Year R	Word	<ul style="list-style-type: none"> primary focus on speaking and listening skills to develop speech, particularly communicating effectively in words and sentences; recognise lower and upper case letters (and introduction of alphabet); say a sound for each letter in the alphabet and at least 10 digraphs. spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Sentence	<ul style="list-style-type: none"> write own name, using a capital letter; read rhymes, poems and stories regularly, to help child internalise narrative patterns, sentence constructions and vocabulary; write simple phrases and sentences that can be read by others.
	Text	<ul style="list-style-type: none"> demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.
	Punctuation	<ul style="list-style-type: none"> write own name, using a capital letter;
Year 1	Word	<ul style="list-style-type: none"> nouns: understand and use singular and plural e.g. <i>dog dogs; chair chairs; wish wishes; dress dresses</i>; know verbs as 'doing words': <i>playing, jumping</i>. Also, suffixes which can be added to some verbs, e.g. <i>help, helping, helped</i>; Know prefix <i>un-</i> changes meaning of verbs and adjectives (negative/opposite) talk about describing words such as <i>pretty, new, blue, fierce</i>;
	Sentence	<ul style="list-style-type: none"> Continue to focus on speaking and listening, to develop effective speech through sentences; include oral retelling of a simple story or fairytale; know that a sentence has a capital letter and a full stop; begin to use in own writing; join sentences with 'and'; call it a 'linking word'; use other linking words e.g. <i>but</i>;
	Text	<ul style="list-style-type: none"> sequence a few sentences to write a simple story or recount of real events; identify past and present verbs
	Punctuation	<ul style="list-style-type: none"> introduce the question mark ? for a question, and an exclamation mark! for a surprise or a loud remark; begin to use these in own writing; use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people; use spaces between words;



Year 2	Word	<ul style="list-style-type: none"> form nouns using the suffixes 'ness' and 'er' e.g. <i>happiness, player</i>; talk about adjectives which use the suffixes 'ful' and 'less' e.g. <i>playful, fearless</i>; introduce names for the word classes: nouns, adjective, verbs and adverbs; use the suffixes 'er' and 'est' to show comparative and superlative adjectives, e.g. <i>taller tallest; older oldest; heavier heaviest</i>; use capital letters for proper nouns e.g. <i>Mrs Green, London; Emma</i>; Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
	Sentence	<ul style="list-style-type: none"> focus on correct construction of simple sentences, inserting a capital letter and full stop appropriately and sometimes independently; know that sentences have different forms: statement, question or command; draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. <i>a red van; plain flour (expanded noun phrase)</i>; in speech and writing, develop coordinating conjunctions: <i>and, or, but,</i> and subordinating conjunctions such as: <i>when, if, that, because</i>;
	Text	<ul style="list-style-type: none"> consistently use present and past tense of verbs when speaking and writing e.g. <i>catch caught; go went; see saw</i>. Also use continuous forms of verbs to mark actions in progress e.g. <i>Sarah is skipping, Mum was shopping</i>; use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
	Punctuation	<ul style="list-style-type: none"> continue to practise using question mark and exclamation mark; commas to separate items in a list apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Year 3	Word	<ul style="list-style-type: none"> become familiar with the term word classes; form some nouns using prefixes such as <i>super_ ; anti_ ; auto_</i> and find out what they mean; words with similar spelling patterns can be referred to as a word family. use 'a' or 'an' according to whether the next word begins with a consonant or a vowel; Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] learn to recognise and spell contractions: <i>cannot, can't; will not, won't; etc</i>
	Sentence	<ul style="list-style-type: none"> when constructing sentences, use a variety of 'time' and 'cause' conjunctions e.g. <i>when; before; after; while; because; so</i>; adverbs e.g. <i>then, next, soon</i>; or prepositions e.g. <i>before, after, during, in</i>; (these are also all connectives); begin to vary sentence openers, using different connectives; choose nouns or pronouns appropriately for clarity e.g. <i>Jenny bought a Mars bar</i>; recognise that sentences need verbs to make sense; without a verb, a clause becomes a phrase; learn 'bossy verbs' have a fancy name: imperative verbs use an adverb which gives more information about the verb; use the perfect form of verbs e.g. <i>I have written my story so we can read it now</i>. introduce the word preposition to show the position of one thing in relation to another;
	Text	<ul style="list-style-type: none"> introduce the paragraph as a way to group related material; identify the main clause in a complex sentence (which makes sense by itself) e.g. 'Although they were tired, the foxes trudged on.' For some pupils, begin to identify the subordinate clause. identify adjectives in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective during shared reading and writing;
	Punctuation	<ul style="list-style-type: none"> consolidate independent use of full stops and capital letters; reinforce use of commas in lists, exclamation marks and question marks practise and develop more confidence to use inverted commas accurately to show direct speech.



Year 4	Word	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] introduce the term synonym for words which are similar in meaning, and antonym for words which are opposite in meaning; introduce the word determiner for a word which specifies a noun as known or unknown e.g. <i>the, a or an; my, your; this, these, those; some or every;</i> develop confidence with contractions such as: <i>you're, should've, would've, it's/its</i>
	Sentence	<ul style="list-style-type: none"> recognise adverbs when reading, particularly those ending with 'ly'; use a comma after fronted adverbials at the beginnings of sentences; begin to use in writing; build confidence to distinguish between statements, questions and commands; use a comma to mark a pause within a complex sentence; identify the subject in a sentence, e.g. <i>Danny</i> caught a whopping fish; emphasise the importance of making the subject and verb agree, both when speaking and writing, e.g. <i>We were</i> fishing; <i>I did</i> my homework; they <i>were</i> blue; practise noticing the difference between 'phrase' and 'clause' when sharing a text; the phrase does not contain a verb; be able to identify the main clause and subordinate clause, and notice their various positions within a sentence; e.g. '<i>Although it was cold, Jack took his coat.</i>' – can be written: '<i>Jack took his coat, although it was cold.</i>' (The main clause moves from the end of the sentence to the beginning);
	Text	<ul style="list-style-type: none"> Use paragraphs as a way to organise ideas around a theme; introduce the term pronoun during shared writing, to show how they help the writer to avoid repetition or ambiguity, e.g. <i>Josh</i> loved sausages. <i>He</i> ate three every day. <i>His</i> mother gave them to <i>him</i>; begin to use connectives to structure an argument: <i>If; on the other hand</i>; learn that strong, specific nouns and powerful verbs make good writing; discuss the idea of formal and informal language
	Punctuation	<ul style="list-style-type: none"> Use of 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!"] identify and apply apostrophe for possession e.g. <i>the baby's dummy; the ladies' hats</i>; teach basic rules for singular/plural nouns first;



Year 5	Word	<ul style="list-style-type: none"> regularly use the term word classes when discussing nouns, adjectives etc; convert nouns or adjectives into verbs using suffixes e.g. <i>ate, ise, ify</i>; consider how prefixes are added to verbs to change their meaning, e.g. <i>dis_ de_ mis_ over_ and re_</i> ; discover; detoxify; misunderstand; overtake; discuss terms of layout, such as <i>table, textbox, bullet point, sub-heading</i>; revise the term determiner when referring to 'a, an, the, this, that or those'; mention that the words 'a' and 'an' are also called indefinite articles and 'the' is a definite article. These words (<i>a, an, the</i>) are determiners <i>and</i> articles. revise apostrophe for possession for singular and plural nouns; introduce more problematic apostrophes for some collective nouns, e.g. <i>the children's coats; the firemen's engine; the women's club</i>; use the term imperative verb when reading/writing instructions;
	Sentence	<ul style="list-style-type: none"> introduce the idea that a relative clause begins with: <i>who, which, where, why, that, whose</i> introduce modal verbs which indicate the degree of possibility e.g. <i>might, should, will, or must</i>. Also identify adverbs such as '<i>perhaps</i>' or '<i>surely</i>'; regularly investigate main clauses and subordinate clauses within sentences; confidently identify statements, questions or commands; quickly identify a clause or phrase (a phrase has no verb); reiterate the importance of subject/verb agreement; <i>I am, you are, we were; I did, you did, they did; I was, you were, he was, they were</i>; Identify past and present progressive and present perfect forms use expanded noun phrases in writing, to convey precise information: e.g. <i>The horse which jumped over the fence won the race</i>;
	Text	<ul style="list-style-type: none"> Improve skills in organisation of logical paragraphs; use connectives more effectively to link sentences and paragraphs, to improve fluency of writing and cohesion of the whole piece (<i>sticking together</i>); link ideas across paragraphs using adverbials e.g. <i>later, nearby, secondly</i>; play with sentence order, exploring how changes affect the reader; develop confidence to identify reported speech (indirect) and direct speech; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i> know the term Standard English
	Punctuation	<ul style="list-style-type: none"> use punctuation accurately in complex sentences; use a comma to clarify meaning and avoid ambiguity; use the term parenthesis for an embedded clause of extra information; become familiar with ways to punctuate this using commas, brackets or dashes; use a colon before a list (e.g. of ingredients in baking) or before speech;



Year 6	Word	<ul style="list-style-type: none"> be able to identify formal and informal styles; begin to be able to use formal Standard English; confidently use the term synonym for words which are similar in meaning: <i>thin, slim</i>; and antonym for words which are opposite in meaning;
	Sentence	<ul style="list-style-type: none"> readily identify the passive voice: e.g. <i>The window in the greenhouse was broken</i> (as distinct from the active.) identify difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>were they</i> to come in some very formal writing and speech] revise the term modal verbs to indicate degree of possibility: <i>might, should, will etc</i>; achieve competence in subject/verb agreement, both in speech and in writing e.g. <i>we were; they were; I did</i>; ensure correct identification of the main clause and subordinate clause in a sentence; explore different order in own writing; discuss effect of changes;
	Text	<ul style="list-style-type: none"> Improve range of connectives to give writing fluency and cohesion: e.g. using adverbials such as <i>'on the other hand; in contrast; as a consequence of this</i>; readily identify the passive voice: e.g. <i>The window in the greenhouse was broken</i> (as distinct from the active.) know that relative clauses begin with <i>who, which, where</i> etc; revise identification of direct speech and reported/indirect speech; use accurately in independent writing; develop confidence to recognise and use adverbials which link ideas across sentences and paragraphs;
	Punctuation	<ul style="list-style-type: none"> use the semi-colon to mark a bigger pause than a comma, separating two sentences which are closely linked in context: e.g. <i>The journey was very long; we all fell asleep</i>. recognise a parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets; show how the hyphen can be used to avoid ambiguity: e.g. <i>man eating shark versus man-eating shark; little, used car versus little-used car</i>; show that an ellipsis is the omission of a word or phrase which is expected and predictable, e.g. <i>Jack waved to Kelly and (he) watched her walk away</i>. revise use of the colon before a list. Introduce the colon as indicating a reveal: e.g. <i>I knew her secret: she was a ghost!</i> show also that a semi-colon can divide long items in a list;