# PROGRESSION IN GRAMMAR AND PUNCTUATION

Explicit knowledge of grammar is very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.

Once pupils are familiar with a grammatical concept [for example 'modal verb'], they are encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

The table below focuses on Standard English and should be read in conjunction with the National Curriculum programmes of study as it sets out the statutory requirements. The table shows when concepts are introduced first, not necessarily when they should be completely understood. It's important to us, therefore, that the content in earlier years is revisited in subsequent years to consolidate knowledge and build on pupils' understanding. This further embeds, revisits and allows the children to use it in a wider variety of contexts and flattens the forgetting curve.

The grammatical terms that our children learn are labelled as 'terminology for pupils'. They learn to recognise and use the terminology through discussion and practice through daily SPaG warm ups, whole class reading sessions and English lessons

This document has been created to give teachers and parents a simple view of the teaching order of grammar and punctuation in KS1 and KS2 by taking the grammar and punctuation objectives from the National Curriculum and presenting them in an easy to view format.

# PUNCTUATION

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Spaces** | Use spaces to separate words. | Use spaces that reflect the size of the letters. | | | | |
| **Capital Letters** | Use capital letters for the start of a sentence, names, personal pronouns. | Use capital letters correctly. | | | | |
| **Full stops** | Begin to use full stops. | Use full stops to correctly demarcate sentences. | | | | |
| **Question Marks** | Begin to use question marks. | Use question marks to correctly demarcate sentences. | | | | |
| **Exclamation marks** | Begin to use exclamation marks. | Use exclamation marks to correctly demarcate sentences. | | | | |
| **Apostrophes** | Read words with contractions. | Apostrophes used to mark where letters are missing in spelling.<br>Possessive apostrophes used for singular nouns. | | Apostrophes used to mark plural possession.<br>The grammatical difference between plural and possessive -s. | | |
| **Commas** | | Use commas to separate items in lists. | | Use a comma after a fronted adverbial. | Commas used to clarify meaning or avoid ambiguity. | |
| **Inverted commas** | | | Introduce inverted commas and other punctuation to indicate direct speech. | Use inverted commas and other punctuation to indicate direct speech. | *Choose the position of the reporting clause (e.g. before or after the spoken words).* | |
| **Parenthesis** | | | | | Brackets, dashes or commas used to mark parenthesis. | |

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| **Semi-colons, colons and dashes** | | | | | | Semi-colons, colons and dashes used to mark boundaries between clauses.<br>Colons used to introduce a list. |
| **Bullet points** | | | | | | Bullet points used to list information. |
| **Hyphens** | | | | | | Hyphens used to avoid ambiguity. |

# GRAMMAR

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Nouns** | Regular plural noun suffixes *-s* or *-es* including the effects of these suffixes on the meaning of the noun. | Formation of nouns using suffixes such as *-ness*, *-er* and compounding. | Formation of nouns using a range of prefixes *(super-, anti-, auto-).* | *Introduce collective nouns (e.g. flock of sheep, herd of cows).* | | |
| **Noun phrases** | | Use expanded noun phrases for description and specification. | . | Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | | Use expanded noun phrases to convey complicated information concisely. |
| **Adjectives** | Add '-er' and '-est' to adjectives where no change is needed to the root word. | Formation of adjectives using suffixes *-ful, -less.*<br><br>Use of the **suffixes** *-er* and *-est* to create comparative and superlative adjectives. | | | | |
| **Determiners** | | *Introduce the term determiner, for example when talking about expanded noun phrases.* | Forms *a* and *an* according to whether the next word begins with a consonant or a vowel. | Use and recognise a range of determiners (e.g. articles, demonstratives, quantifiers, possessives). | | |
| **Verbs** | | *Talk about verbs as doing and being words.* | *Establish that verbs can be doing, being and having words.* | | Indicate degrees of possibility with modal verbs.<br><br>Use prefixes for verbs: 'dis-', 'de-', 'mis-', 'over-', 're-'.<br><br>Convert nouns and adjectives into verbs using suffixes: '-ate', '-ise', '-ify'. | Use of the passive voice to affect the presentation of information in a sentence [e.g., I broke the window in the green house versus: The window in the greenhouse was broken (by me)]. |
| **Tense** | *Simple past tense '-ed'.*<br><br>Using *-ed* where no change | Correct and consistent use of past and present tense is needed in the spelling of root words. | Use the present perfect form of verbs instead of the simple past.<br><br>Progressive form of verbs in the past and present tense.<br><br>Recognise that the subject of a sentence can be in the first, second or third person. | | Use the perfect form of verbs to mark relationships of time and cause (*to include the past perfect form of verbs*). | |

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| **Adverbs and adverbials** | | Suffix '-ly' added in Standard English to turn adjectives into adverbs. | *Establish that not all adverbs end -ly (e.g. always, well, nevertheless).*<br><br>Express time, place and cause using adverbs [for example, then, next, soon, therefore]. | Fronted adverbials.<br><br>Comma after fronted adverbial. | Indicate degrees of possibility with adverbs.<br><br>Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before] | |
| **Sentences** | | How words can combine to make sentences.<br><br>Sequencing sentences to form short narratives. | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | | Relative clauses beginning *with who, which, where, why, whose, that*, or an omitted relative pronoun. | |
| **Conjunctions** | Join words and clauses using *and*. | Subordination (*when, if, that, because*).<br>Coordination (*or, and, but*). | Expressing time, place and cause using conjunctions [e.g., *when, so, before, after, while, because].* | Use a wider range of conjunctions. | | |
| **Prepositions** | | | Expressing time, place and cause using prepositions (for example, *before, after, during, in, because of*). | | | |
| **Paragraphs** | | | Introduction to paragraphs as a way to group related material.<br><br>Use headings and sub- headings to aid presentation. | Use of paragraphs to organise ideas around a theme. | | |
| **Cohesion** | Join words and clauses using *and*. | Subordination (*when, if, that, because*).<br>Coordination (*or, and, but)* | Expressing time, place and cause using conjunctions [e.g., *when, so, before,*<br><br>*after, while, because].* | Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition. | Devices to build cohesion with a paragraph [e.g., *then, after that, this, firstly*]. | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or |

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| | | *but*). | Expressing time, place and cause using prepositions (for example, *before, after, during, in, because of*). | | | phrase, grammatical connections, the use of adverbials, and ellipses. |
| **Standard English and levels of formality** | | | | Use 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*] | | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g., *find out – discover; ask for – request; go in – enter*]<br><br>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g., the use of question tags e.g. *He's your friend, isn't he?* Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech] |

# SPELLING

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Spelling (phonetic skills and spelling rules)** | Spell:<br>– words containing each of the 40+ phonemes already taught<br>– common exception words<br>– the days of the week<br><br>Name the letters of the alphabet:<br>– naming the letters of the alphabet in order<br>– using letter names to distinguish between alternative spellings of the same sound<br><br>Add prefixes and suffixes:<br>– using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs<br>– using the prefix un–<br>– using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br><br>Apply simple spelling rules and guidelines, as listed in English Appendix 1<br><br>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Spell by:<br>– segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly<br>– learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones<br>– learning to spell common exception words<br>– learning to spell more words with contracted forms<br>– learning the possessive apostrophe (singular) [for example, the girl's book]<br>– distinguishing between homophones and near-homophones<br><br>Add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly<br><br>Apply spelling rules and guidelines, listed in Appendix 1<br><br>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words | • use further prefixes and suffixes and understand how to add them (English Appendix 1)<br><br>• spell further homophones<br><br>• spell words that are often misspelt (English Appendix 1)<br><br>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]<br><br>• use the first two or three letters of a word to check its spelling in a dictionary<br><br>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | | • use further prefixes and suffixes and understand the guidance for adding them<br><br>• spell some words with 'silent' letters, e.g. knight, psalm, solemn<br><br>• continue to distinguish between homophones and other words which are often confused<br><br>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1<br><br>• use dictionaries to check the spelling and meaning of words<br><br>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary<br><br>• use a thesaurus | |
| **Terminology** | root word<br>blending<br>segmenting<br>prefix<br>suffix<br>plural<br>phoneme<br>grapheme<br>vowel<br>consonant<br>double letter | syllable<br>homophone<br>contraction<br>possessive<br>apostrophe | possessive<br>regular<br>irregular | | morphology<br>etymology | |