

# Well Green Primary School

## Grammar & Punctuation Progression Overview



Grammar Terminology to know by the end of each year group						
EYFS (Nursery and Reception)	Y1	Y2	Y3	Y4	Y5	Y6
<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• letter</li> <li>• capital letter</li> <li>• word</li> <li>• sentence</li> <li>• page</li> <li>• story</li> <li>• full stop</li> <li>• rhyme</li> </ul> <p>To show an understanding of prepositions such as 'under', 'on top' or behind. '</p>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• singular</li> <li>• plural</li> <li>• sentence</li> <li>• adjective</li> <li>• noun</li> <li>• punctuation</li> <li>• question mark</li> <li>• exclamation mark</li> <li>• character</li> <li>• author</li> <li>• illustrator</li> <li>• fiction</li> <li>• non-fiction</li> </ul>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• noun phrase</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• compound word</li> <li>• suffix</li> <li>• adverb</li> <li>• verb</li> <li>• conjunction</li> <li>• tense</li> <li>• apostrophe</li> <li>• comma</li> <li>• setting</li> <li>• plot</li> <li>• chapter</li> <li>• narrator</li> <li>• alliteration</li> </ul>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• clause</li> <li>• preposition</li> <li>• word family</li> <li>• determiner</li> <li>• prefix</li> <li>• direct speech</li> <li>• inverted comma</li> <li>• consonant</li> <li>• vowel</li> <li>• synonym</li> <li>• narrative</li> <li>• first person</li> <li>• dialogue</li> <li>• simile</li> <li>• adverbial</li> </ul>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• pronoun</li> <li>• possessive</li> <li>• antonym</li> <li>• metaphor</li> <li>• novel</li> <li>• genre</li> <li>• onomatopoeia</li> </ul>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• relative pronoun</li> <li>• modal verb</li> <li>• relative clause</li> <li>• parenthesis</li> <li>• bracket</li> <li>• cohesion</li> <li>• ambiguity</li> <li>• imagery</li> <li>• theme</li> <li>• personification</li> <li>• hyperbole</li> <li>• formality</li> <li>• bullet points</li> <li>• figurative language</li> </ul>	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• ellipses</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• dash</li> <li>• epilogue</li> <li>• prologue</li> <li>• protagonist</li> <li>• convention</li> <li>• mood</li> <li>• style</li> <li>• tragedy</li> </ul>

Year 1: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• How the prefix un- changes the meaning of verbs and adjectives ( e.g. untie, unkind)</li> <li>• How adjectives are used to describe nouns</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• How words can combine to make sentences</li> <li>• Joining words and joining clauses using ‘and’</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives or non-narrative writes</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use of capital letters for names and the personal pronoun I</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• letter, capital letter</li> <li>• noun, adjective, singular, plural</li> <li>• sentence</li> <li>• punctuation, full stop, question mark, exclamation mark</li> </ul>

Year 2: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)</li> <li>• Formation of adjectives using suffixes such as –ful, –less</li> <li>• Use of the suffixes –er, –est in adjectives</li> <li>• Use of –ly in Standard English to turn adjectives into adverbs</li> <li>• Correct use of homophones</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification (e.g. the blue butterfly, the man in the moon)</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Grouping of related ideas together in sections for non-fiction texts which begins to develop an awareness of paragraphs</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting]</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark omission (e.g. don't)</li> <li>• Apostrophes to mark singular possession in nouns (e.g. the dog's name]</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• suffix</li> <li>• compound word</li> <li>• adverb, verb, conjunction,</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>

Year 3: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (e.g. super-, anti-, auto- etc.)</li> <li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>• Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve)</li> <li>• Correct use of more complex and near homophones</li> <li>• Use of specific nouns for clarity (e.g. terrier not dog)</li> <li>• Use of first/third person</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Use of a wider range of subordinating conjunctions (e.g. as, while, since, although)</li> <li>• Use a wider range of co-ordinating conjunctions (e.g. so, yet, for)</li> <li>• Expressing time, place and cause using:               <ul style="list-style-type: none"> <li>❖ conjunctions (e.g. when, before, after, while, so)</li> <li>❖ adverbs (e.g. then, next, soon, therefore)</li> <li>❖ prepositions (e.g. before, after, during, in)</li> </ul> </li> </ul>
Text	<ul style="list-style-type: none"> <li>• Use of paragraphs as a way to group related material</li> <li>• Use of headings and sub-headings to aid presentation</li> <li>• Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play. / He went out to play.)</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of inverted commas to punctuate direct speech</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• Preposition, determiner, synonym</li> <li>• word family, prefix, first/third person</li> <li>• clause, subordinate clause</li> <li>• direct speech</li> <li>• consonant, vowel</li> <li>• inverted commas</li> </ul>

Year 4: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• The grammatical difference between plural and possessive –s</li> <li>• Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)</li> <li>• Rec</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of:               <ul style="list-style-type: none"> <li>❖ modifying adjectives</li> <li>❖ nouns</li> <li>❖ preposition phrases</li> </ul> </li> <li>• Fronted adverbials (e.g. Later that day,)</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use present, past, progressive and perfect present tense verb forms correctly</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Apostrophes to mark plural possession (e.g. the girls' names)</li> <li>• Use of commas after fronted adverbials</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• pronoun, antonym</li> <li>• possessive</li> <li>• adverbial</li> </ul>

Year 5: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes (e.g, – ate, –ise, –ify)</li> <li>• Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using:             <ul style="list-style-type: none"> <li>❖ adverbs (e.g. perhaps, surely)</li> <li>❖ modal verbs (e.g. might, should, will, must)</li> </ul> </li> <li>• There is correct subject and verb agreement when using singular and plural.</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Use of linking words/phrases between sentences and paragraphs to build cohesion</li> <li>• Linking ideas across paragraphs using:             <ul style="list-style-type: none"> <li>❖ adverbials of time</li> <li>❖ adverbials of place</li> <li>❖ adverbials of number</li> <li>❖ tense choices (e.g. he had seen her before)</li> </ul> </li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of brackets</li> <li>• Use of commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Punctuation of bullet points to list information</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause, cohesion</li> <li>• parenthesis, bracket, ambiguity, bullet points</li> </ul>

Year 6: Detail of content to be introduced

Word	<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>• Use of the passive voice to affect the presentation of information in a sentence (e.g. John broke the window in the greenhouse. / The window in the greenhouse was broken)</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags or the subjunctive form)</li> </ul>
Text	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, chains of reference, grammatical connections, punctuation)</li> <li>• Layout devices to structure text</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• How hyphens can be used to avoid ambiguity (e.g. man eating shark / man-eating shark, or recover / re-cover)</li> <li>• Use of ellipses (as a cohesive device)</li> <li>• Use of dashes for parenthesis</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• subject, object, active, passive</li> <li>• ellipsis, hyphen, colon, semi-colon, dash</li> </ul>