

Grammar, Punctuation and Spelling Progression in Knowledge & Skills Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text/ genre coverage	See LTP for full text and genre coverage for each year group.						
Word	See Little Wandle progression map for phonics progression.	See Little Wandle progression map for phonics progression. Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	See Little Wandle progression map for phonics progression. Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Using a range of suffixes in the formation of nouns	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, or the ball that was red instead of the ball ‘what’ was red] Spell many words correctly from the year 3/4 word list and correctly spell and select where/were, there/ their/ they're, to/two/too or other relevant homophones (Y1/2/3)	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Subject verb agreement linked to singular and plural Using the correct form of 'a' or 'an' depending on whether or not the next word begins with a vowel (Y3 and Y4) Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Subject verb agreement linked to singular and plural (Y5) Using the correct form of 'a' or 'an' depending on

			Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). Y1	and adjectives (ness, ful, less, er , est, es, ed, ing) (Y1 and Y2)	Using the correct form of 'a' or 'an' depending on whether or not the next word begins with a vowel (Y3) Formation of nouns using a range of prefixes [for example super–, anti–, auto–, mis-, dis-,] (Y3) Correct spelling of word endings spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ , 'ture' (Y3/4)	of I done, or the ball that was red instead of the ball ‘what’ was red] Y4 Spell many words correctly from the year 5/6 word list and correctly spell and select where/were, there/ their/ they're, to/two/too (Y1, Y2, Y3, Y4)	whether or not the next word begins with a vowel (Y3, Y4 and Y5) Spell many words correctly from the year 5/6 word list and correctly spell and select where/were, there/ their/ they're, to/two/too (Y1, Y2, Y3, Y4, Y5)
Sentence	How words can combine to make sentences	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) <u>and</u> co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Inclusion of causal and contrasting	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Modal verbs to predict possibility used within writing (10 modal verbs to learn but do not

			How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Co-ordination using 'or' 'and' 'but' 'so' (Y1 and Y2). Expanded noun phrases (determiner, adjective, noun or determiner, noun, prepositional phrase) e.g. the blue butterfly or the man in the moon. (Y2)	Expressing time, place and cause using subordinating conjunctions [when, before, after, while, so, because] (Y3) Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] (Y3) Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Y3 Co-ordination using 'or' 'and' 'but' 'so' Y1, Y2, Y3	conjunctions (non-fiction writing) Co-ordination using 'for' 'and' 'nor' 'but' 'or' 'yet' 'so' (Y1, Y2, Y3, Y4) A range of subordinate clause and adverbial phrase openers (Y3/Y4)	expect all of these within a piece of writing) Y5 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Inclusion of causal and contrasting conjunctions (non-fiction writing) Y5 Co-ordination using 'for' 'and' 'nor' 'but' 'or' 'yet' 'so' (Y1, Y2, Y3, Y4, Y5) A range of subordinate clause and adverbial phrase openers (Y3/Y4/Y5)
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							Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y5
Text	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing 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]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Use of the progressive form of verbs instead of the simple	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of the progressive form of verbs instead of the simple past/present [for example, He hops contrasted with he is hopping/he was hopping] Y2 and Y3	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Use of the progressive form of verbs instead of the simple past/present	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

				past/present [for example, He hops contrasted with he is hopping/he was hopping] (Y2)	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (Y3)	[for example, He hops contrasted with he is hopping/he was hopping] Y2, Y3 and Y4) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (Y3, Y4)	Use of the progressive form of verbs instead of the simple past/present [for example, He hops contrasted with he is hopping/he was hopping] Y2, Y3, Y4 and Y5) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (Y3, Y4, Y5)
Punctuation	Separation of words with spaces Introduction to capital letters and full stops to demarcate sentences Capital letters for names and for the personal pronoun I	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	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 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]	Introduction to inverted commas to punctuate direct speech Apostrophes for possession (singular) and contractions: to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (Y1 and 2).	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!"] Apostrophes to mark plural possession [for example, the girl's	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use commas in a narrative list of three actions E.g. The boy ran along the bank, over the bridge and towards the church. (Y2, Y3, Y4) Use of inverted commas and other punctuation to	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid

				Commas to separate items in a list Y2) Use punctuation learnt in previous years (mostly accurately) Full stops, capitals (including 'I' as a personal pronoun and proper nouns as well as to demarcate sentences), ? and ! (Y1 and 2)	name, the girls' names] Use of commas after fronted adverbials Apostrophes for contraction E.g. The dog's nose. Y2/Y3 Use commas in a narrative list of three actions E.g. The boy ran along the bank, over the bridge and towards the church. (Y2 and Y3 simple lists) Use punctuation learnt in previous years (mostly accurately) Full stops, capitals (including 'I' as a personal pronoun and proper nouns as well as to demarcate sentences), ? and ! (Y1, Y2, Y3)	indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Y4 Use punctuation learnt in previous years (mostly accurately) Full stops, capitals (including 'I' as a personal pronoun and proper nouns as well as to demarcate sentences), ? and ! (Y1, Y2, Y3, Y4) Comma after subordinate clause and adverbial phrase openers (Y4)	ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use commas in a narrative list of three actions E.g. The boy ran along the bank, over the bridge and towards the church. (Y2, Y3, Y4, Y5) 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!"] (Y4/Y5) Use punctuation learnt in previous years (mostly accurately) Full stops, capitals (including 'I' as a personal pronoun and proper nouns as well as to demarcate
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							sentences), ? and ! (Y1, Y2, Y3, Y4, Y5) Comma after subordinate clause and adverbial phrase openers (Y4/Y5) Use of commas to clarify meaning or avoid ambiguity Y5
Terminology/vocabulary	letter, capital letter, word, sentence, punctuation, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, co-ordinating conjunction, noun, adjective, verb	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating conjunction	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating	Determiner, pronoun, possessive pronoun, adverbial phrase, being able to verbalise the difference between a phrase and a clause preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (Y3) noun, noun phrase, statement, question, exclamation,	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Determiner, pronoun, possessive pronoun, adverbial phrase, being able to verbalise the difference between a phrase and a clause (Y4) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (Y3)	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Y5) Determiner, pronoun, possessive pronoun, adverbial phrase, being able to verbalise the difference between a phrase and a clause (Y4)

				conjunction. (Y1 and 2)	command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating conjunction. (Y1 and 2)	noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating conjunction. (Y1 and 2)	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (Y3) noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating conjunction. (Y1 and 2)
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*Covered previously through programmes of study in other year groups.

*New learning