






# Grammar & Punctuation Progression: Year 1 - Year 6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> -s or -es (e.g. <i>dog, dogs; wish, wishes</i> )	How <b>words</b> can combine to make <b>sentences</b>	Sequencing <b>sentences</b> to form short narratives	Separation of <b>words</b> with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> )	How <i>and</i> can join <b>words</b> and join <b>sentences</b>	The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i> )	<b>Subordination</b> (using <i>when, if, that, or because</i> ) and <b>co-ordination</b> (using <i>or, and, or but</i> )	Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	Capital letters for names and for the personal <b>pronoun I</b>	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i>	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i> )	Introduction to paragraphs as a way to group related material	Commas to separate items in a list	pronoun, possessive pronoun, adverbial
Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the spelling annex.)	<b>Sentences</b> with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	<b>Apostrophes</b> to mark contracted forms in spelling	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the <b>suffixes -er</b> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	Expressing time and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i> ), <b>adverbs</b> (e.g. <i>then, next, soon, so</i> ), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i> )	Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i> )	Introduction to speech marks to punctuate direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-, anti-, auto-</i>	Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Use of speech marks to <b>punctuate</b> direct speech	
Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock, an open box</i> )	Fronted <b>adverbials</b>	Appropriate choice of <b>pronoun</b> or <b>noun</b> across <b>sentences</b>	Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i> )	
<b>Word families</b> based on common words	<b>Relative clauses</b> beginning with <i>who, which, where, why, or whose</i>	Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i> )	Use of commas after fronted <b>adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>might, should, will, must</i> ) or <b>adverbs</b> (e.g. <i>perhaps, surely</i> )	Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> )	Brackets, dashes or commas to indicate parenthesis	
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> )	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ), and <b>elision</b> .	Use of commas to clarify meaning or avoid ambiguity	
Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i> )	Expanded <b>noun</b> phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence</i> is over there, or <i>the fact that it was raining</i> meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma.	
<b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i> )	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech)		<b>Punctuation</b> of bullet points to list information	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing)			How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man eating shark</i> , or <i>recover</i> versus <i>re-cover</i> )	

All terms in bold should be understood with the meanings set out in the glossary.

**Key:**

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	