



Progression Map: Grammar, Punctuation and Spelling



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Leaving spaces between words Joining words and joining sentences using <i>and</i> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning the grammar for year 1 in English Appendix 2	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statements, question, exclamation, command Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English A some features of written Standard English	Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although Using the present perfect form of verbs in contrast to the past tense Using conjunctions, adverbs and prepositions to express time and cause Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: Using and punctuating direct speech	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with the singular and plural nouns Using and punctuating direct speech	Using the perfect form of verbs to mark relationships of time and cause Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Learning the grammar for years 5 and 6 in English Appendix 2 Using hyphens to avoid ambiguity Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently

Word	Regular plural noun suffixes – s or -es (e.g. dog, dogs; wish, wishes) 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 e.g. unkind or undoing)	Formation of nouns using suffixes such as -ness, -er, and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as -ful, -less (A full list of suffizes can be found in English Appendix 1) To use the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives in to adverbs	Formation of nouns using a range of prefixes, such as – super, -anti, -auto The use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. 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)	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Converting nouns or adjectives into verbs using suffixes (for example, -ate, ify, ise) Verb prefixes (for example, dis-, de-, mis-, over- and re-)	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)
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that or because) Coordination (using or, and or but) Expanded noun phrases for description and specification (for example, the blue butterfly, the plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions (for example, so, when, before, after, while, because) Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) Expressing time, place and cause using prepositions (for example, before, during, after, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example, 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) Indicating degrees of possibility using modal verbs (for example, might, should, will, must)	Use of the passive voice 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)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, 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)

Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing To use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs instead of the simple past (for example, <i>he has gone out to play</i> contrasted with <i>he went out to play</i>)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>)	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 <i>on the other hand, in contrast, as a consequence</i>; Ellipsis Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)
Punctuation	Separation of words with spaces Introduction to capital letters, full stops and question marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</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, <i>the girl's name</i>]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate (for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark plural possession (for example, <i>the girl's name, the girls' name</i>) The use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>) Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i>)

Terminology	Letter	Noun	Adverb	Determiner	Modal verb	Subject
	Capital letter	Noun phrase	Preposition	Pronoun	Relative pronoun	Object
	Word	Statement	Conjunction	Possessive pronoun	Relative clause	Active
	Singular	Question	Word family	Adverbial	Parenthesis	Passive
	Plural	Exclamation	Prefix		Bracket	Synonym
	Sentence	Command	Clause		Dash	Antonym
	Punctuation	Compound	Subordinate clause		Cohesion	Ellipsis
	Full stop	Adjective	Direct speech		Ambiguity	Hyphen
	Question mark	Verb	Consonant, consonant letter			Colon
	Exclamation mark	Suffix	Vowel, vowel letter			Semi-colon
		Adverb	Inverted commas (or 'speech marks')			Bullet points
		Tense (past, present)				
		Apostrophe				
		Comma				

***See National Curriculum Appendix for further details**