Punctuation and Grammar Progression Grid 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	Use regular plural noun suffixes **–s** or **–es** (for example, dog, dogs; wish, wishes) and understand the effects of these suffixes on the meaning of the noun. Add suffixes **-ing**, **-ed** and **-er** to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). Use the prefix **-un** and understand how **-un** changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Use suffixes **-er, -est, -ful, -less,-ness** and **-ment**. Use suffixes **-ly** to turn adjectives into adverbs. Understand and use compound words (for example, whiteboard, superman).	Write nouns using a range of prefixes (for example **super–, anti–, auto–**) Use **a** or **an** according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). Understand and use word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).	Understand the grammatical difference between plural and possessive **–s**. Use 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).	Convert nouns or adjectives into verbs using suffixes (**–ate**; **–ise** and **–ify)** Use verb prefixes (**dis–, de–, mis–, over–** and **re–**)	Understand 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*). Understand how words are related by meaning as synonyms and antonyms (for example, *big, large, little*).

Punctuation and Grammar Progression Grid 2023-2024

Sentence Structure					
Combine words to make sentences. Join words and clauses using **and**.	Use co-ordinating conjunctions (**or, and, but**). Use subordinating conjunctions (**that, if, when, because**) Write and identify expanded noun phrases (adjective, adjective, noun) for description and specification. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Express time, place and cause using: - Conjunctions (for example, **when, before, after, while, so, because**). - Adverbs (for example, **then, next, soon, therefore**) - Prepositions (for example, **before, after, during, in, because of**)	Write 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*) Understand and use fronted adverbials (for example*, Later that day, I heard the bad news*.)	Write **relative clauses** beginning with **who, which, where, when, whose, that**, or an omitted relative pronoun. Indicate degrees of possibility using **adverbs** (for example, *perhaps, surely*) or **modal verbs** (for example, *might, should, will, must*).	Use 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)]*. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing: - **question tags**: *He's your friend, isn't he*? - **subjunctive forms** such as *If I were* or *Were they to come*

Punctuation and Grammar Progression Grid 2023-2024

| Text structure | Sequence sentences to form short narratives | Consistently and correctly use the present tense and past tense throughout writing.

Use 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.

Use 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 paragraphs to organise ideas around a theme.

Use an appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition. | Use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)

Link ideas across paragraphs using:
- **adverbials of time** (for example, *later*)
- **adverbials of place** (for example, *nearby*)
- **number adverbials** (for example, *secondly*)
- **tense choices** (for example, *he had seen her before*) | Link 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*)
- **ellipsis**

Use layout devices to structure text (**headings, sub-headings, columns, bullets**, or **tables**) |

Fairfields PRIMARY SCHOOL

Punctuation and Grammar Progression Grid 2023-2024

Punctuation					
Separate words with finger spaces. Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names and for the personal pronoun *I*.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling (contractions). Use apostrophes to mark singular possession in nouns (for example, the girl's name).	Introduction to inverted commas to punctuate direct speech.	Use 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!"*) Use apostrophes to mark plural possession (for example, the girl's name, the girls' names). Use commas after fronted adverbials.	Use 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, *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. Understand how hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*)