

Grammar Punctuation and Spelling Progression (National Curriculum Appendix 2)



Sentences	Nouns and noun phrases	Adverbials	Verbs	*Cohesion/ Coherence	**Punctuation	Key words to use in writing
<p>Y1-S-How words can combine to make sentences</p> <p>*Y1-T-Sequencing sentences to form short narratives</p> <p>**Y1-P-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>**Y1-P- Capital letters for names and for the personal pronoun I</p> <p>Y1-S- Joining words and joining clauses using and</p>	<p>Y1-W- 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</p> <p>Y1-W- How the prefix un– changes the meaning of ... adjectives [negation, for example, unkind]</p>	-	<p>Y1-W-Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Y1-W- How the prefix un– changes the meaning of verbs ... [negation, for example, undoing: untie the boat]</p>	*Y1-T-Sequencing sentences to form short narratives	<p>Y1-P- Separation of words with spaces</p> <p>**Y1-P-Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>**Y1-P- Capital letters for names and for the personal pronoun I</p>	<p>And</p> <p>I</p> <p>Un- (adjectives)</p> <p>-s; -es (regular nouns)</p> <p>-ing; -ed; -er (regular)</p>
<p>Y2-S-Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>**Y2-P- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Y2-S- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Y2-W-Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Y2-W- Formation of adjectives using suffixes such as –ful, –less</p> <p>Y2-W- Use of the suffixes –er, –est in adjectives</p> <p>Y2-S- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>**Y2-P-Commas to separate items in a list</p> <p>**Y2-P-Apostrophes to mark singular possession in nouns [for example, the girl’s name]</p>	Y2-W-Use of the suffix –ly in Standard English to turn adjectives into adverbs	<p>*Y2-T- Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Y2-T-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]</p> <p>**Y2-P-Apostrophes to mark where letters are missing in spelling</p>	*Y2-T- Correct choice and consistent use of present tense and past tense throughout writing	<p>**Y2-P- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>**Y2-P-Commas to separate items in a list</p> <p>**Y2-P-Apostrophes to mark singular possession in nouns [for example, the girl’s name]</p> <p>**Y2-P-Apostrophes to mark where letters are missing in spelling</p>	<p>when, if, that, because or, and, but</p> <p>-ness; -er (nouns)</p> <p>-ly (adverbs) e.g. sudden -> suddenly; quick -> quickly</p> <p>Compound words</p> <p>-ful; -less (adjectives)</p> <p>-er; -est (adjectives)</p> <p>Adjectives (e.g. description of appearance, colour...)</p> <p>Apostrophe use (don’t, girl’s)</p> <p>Progressive tense (using form of ‘to be’ before -ing verb forms)</p> <p>Past tense verbs</p> <p>Present tense verbs</p>
Y3-S-Expressing time, place and cause using conjunctions [for	Y3-W- Formation of nouns using a range of prefixes [for example super–, anti–, auto–]	Y3-S-Expressing time, place and cause using adverbs	Y3-T- Use of the present perfect form of verbs instead of the simple	Y3-T- Introduction to paragraphs as a way to group related material	**Y3-P- Introduction to inverted commas to punctuate direct speech	<p>Super-; anti-; auto- (nouns)</p> <p>an (and a)</p>

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<p>example, when, before, after, while, so, because],</p> <p>**Y3-P- Introduction to inverted commas to punctuate direct speech</p>	<p>Y3-W- 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]</p> <p>Y3-W- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>[for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Y3-T-Headings and sub-headings to aid presentation</p>		<p>word families (wide range of prefix, suffix use)</p> <p>when, before, after, while, so, because (conjunctions)</p> <p>then, next, soon, therefore (adverbs)</p> <p>before, after, during, in, because of (prepositions)</p> <p>Present perfect tense (using form of 'to have' before past tense verb form e.g. She has walked... they have looked)</p>
<p>**Y4-P- 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!']</p> <p>**Y4-P- Use of commas after fronted adverbials</p>	<p>Y4-W- The grammatical difference between plural and possessive –s</p> <p>Y4-S- 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)</p> <p>*Y4-T- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>**Y4-P- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>	<p>Y4-S- Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>**Y4-P- Use of commas after fronted adverbials</p>	<p>Y4-W- 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]</p>	<p>Y4-T- Use of paragraphs to organise ideas around a theme</p> <p>*Y4-T- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>**Y4-P- 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!']</p> <p>**Y4-P- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>**Y4-P- Use of commas after fronted adverbials</p>	<p>-s (plural and possessive)</p> <p>Adjectives, nouns and prepositions e.g. the strict maths teacher with curly hair.</p> <p>Adverbial phrases e.g. Later that day,</p> <p>Pronouns (e.g. he, she, it, my, hers, his – and many determiners)</p> <p>Apostrophe use (e.g. the girls' names – plural possession)</p>

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<p>**Y5-P- Use of commas to clarify meaning or avoid ambiguity</p> <p>**Y5-P- Brackets, dashes or commas to indicate parenthesis</p>	<p>Y5-S- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>**Y5-P- Use of commas to clarify meaning or avoid ambiguity</p>	<p>Y5-S- Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>*Y5-T- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>*Y5-T- Linking ideas across paragraphs using... adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</p>	<p>Y5-W- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Y5-W- Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Y5-S- Indicating degrees of possibility using modal verbs [for example, might, should, will, must].</p> <p>*Y5-T- Linking ideas across paragraphs using... tense choices [for example, he had seen her before]</p>	<p>*Y5-T- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>*Y5-T- Linking ideas across paragraphs using... adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</p> <p>*Y5-T- Linking ideas across paragraphs using... tense choices [for example, he had seen her before]</p>	<p>**Y5-P- Brackets, dashes or commas to indicate parenthesis</p> <p>**Y5-P- Use of commas to clarify meaning or avoid ambiguity</p>	<p>-ate; -ise; -ify (verbs)</p> <p>Dis-; de-; mis-; over-; re- (verbs)</p> <p>who, which, where, whose, that, when (relative pronouns)</p> <p>perhaps, surely (adverbs)</p> <p>might, should, will, must (modal verbs)</p> <p>then, after that, this, firstly (adverbials supporting cohesion)</p> <p>adverbials of time (e.g. later) adverbials of place (e.g. nearby) adverbials of number (e.g. secondly)</p> <p>tense choices (verb suffixes and use of auxiliary verbs forms of 'to have' and 'to be')</p>
<p>Y6-S- 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?]</p> <p>**Y6-P- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>*Y6-W- How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>**Y6-P- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>*Y6-T- 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</p>	<p>Y6-S- 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)].</p> <p>Y6-W- The difference between structures (vocabulary) typical of informal speech and structures appropriate for formal speech and writing [e.g. find out = discover; ask for = request; go in = enter]</p> <p>Y6-S- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.</p>	<p>*Y6-W- How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>*Y6-T- 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</p> <p>*Y6-T- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>*Y6-T- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>**Y6-P- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Y6-P- Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Y6-P- Punctuation of bullet points to list information</p> <p>**Y6-P- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>Words related by meaning (synonyms, antonyms, near synonyms, connected vocabulary)</p> <p>were (use of subjunctive form e.g. if I were to come)</p> <p>adverbials to link paragraphs (e.g. on the other hand, in contrast, as a consequence)</p> <p>hyphenated words (e.g. man-eating)</p>