**William Penn Primary School – Progression in Grammar and Punctuation**

**Grammar: Sentences, cohesion and clauses**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sentences and cohesion** | What a  sentence is.  Joining words and sentences using *and.*  Sequencing sentences to form short narratives. | Subordination  *(when, if, that, because).*  Coordination  *(or, and, but).*  Statements.  Questions.  Exclamations.  Commands . | Introducing  paragraphs.  Headings and subheadings. | Organise paragraphs around a theme.  Appropriate choice of noun or pronoun to aid cohesion and avoid repetition. | Building on structuring paragraphs.  Devices to build cohesion in a paragraph  *(then, after, than, firstly ).* | Layout devices such as headings, subheadings, bullets, tables to structure text.  Linking ideas across text using cohesive devices: repetition  of a word or phrase,  grammatical connections and ellipsis. |
| **Clauses** | Joining words and sentences using *and.* | Subordination  *(when, if, that, because).*  Coordination  *(or, and, but).* | Term *clause*  introduced.  Expressing time and cause  *(when, so, before, after, while, because).*  Continuing to use conjunctions to combine clauses. | Consolidate learning from previous years. | Relative clauses beginning with *who, which, where, why, whose, that.* | Semicolon, colon and dash to mark boundary between main clauses. |
| **Informal/**  **formal** |  |  |  |  |  | Differences between formal and informal language.  Passive and active voice.  Structures  of formal  and informal language (such as subjunctive forms). |

**Grammar: Word Classes**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nouns and noun phrases** | What a noun is.  Regular plurals with ‘-s’, ‘-es’ endings.  Nouns with ‘-er’ | Forming nouns with suffixes and compounding.  Expanded noun phrases for description.  Adding ‘-es’ to nouns that end in consonant + ‘y’.  Possessive apostrophes for singular nouns. | Forming nouns with prefixes.  Appropriate choice of noun or pronoun to avoid repetition.  Forms – a and an.  Possessive apostrophe with plural words. | Plural and possessive ‘-s‘.  Appropriate choice of noun or pronoun to aid cohesion and avoid repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Locate and identify expanded noun phrases. | Expanded noun phrases to convey complicated information concisely. |
| **Verbs** | Third-person singular ‘-s’.  Endings added to verbs where no change to root word is needed: ‘-ing’,  ‘-ed’, ‘-er’.  Simple past – tense ‘-ed’. | Progressive form of verbs in the past and present tense.  Adding ‘-es’ to verbs that end in consonant + ‘y’.  Adding ‘-ed’ and ‘-ing’ to root words that end in consonant + ‘y’ and vowel + consonant + ‘e’ and single syllable, ending in vowel + consonant | Present perfect form of verbs instead of the simple past. | Standard English forms for verb inflections. | Indicating degrees of possibility with modal verbs.  Prefixes for verbs ‘dis-‘, ‘de-‘, ‘mis-‘, ‘over-‘, ‘re-‘.  Convert nouns and adjectives into verbs using suffixes: ‘-ate’,  ‘-ise’, ‘-ify’ | Consolidate learning from previous years. |
| **Tense** | Simple past- tense ‘-ed’. | Correct and consistent use of past and present tense.  Progressive form of verbs in the past and present tense. | Present perfect tense. | Consolidate learning from previous years. | Subject-verb agreement and consistent use of tense. | Consolidate learning from previous years. |
| **Conjunctions** | Joining words and sentences using *and.* | Subordination (when, if, that, because).  Coordination (or, and, but). | Expressing time and cause (when, so, before, after, while, because). | Using a wider range of conjunctions. | Consolidate learning from previous years. | Consolidate learning from previous years. |

**Grammar: Word Classes (continued)**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Adverbs and adverbials** |  | Suffix '-ly' added to adjective to form adverb. | Introduce/  revise adverbs.  Expressing  time and cause (then, next, soon). | What an adverbial phrase is.  Fronted adverbials.  Comma  after fronted adverbial. | Indicating degrees of possibility with adverbs.  Adverbials of time, place and number. | Linking ideas across a text using cohesive  devices including adverbials. |
| **Adjectives** | Add '-er' and  '-est' to adjectives where no change is needed to the root word. | Adding '-er' and '-est' to root words that end in consonant + 'y' and vowel  + consonant  + 'e' and single syllable, ending in vowel +  consonant. | Choosing appropriate adjectives. | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |
| **Prepositions** |  |  | Expressing  time and cause  (before, after, during, in, because of).  Other  prepositions  useful for  writing. | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |

**Grammar and Punctuation: Punctuation, affixes and word families**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation** | Space to separate words.  Full stop.  Question  mark.  Exclamation mark.  Capital letter for start of sentence, names, personal pronoun I.  Read  words with contractions. | Capital letters.  Full stop.  Question  marks.  Exclamation  marks.  Commas to separate items in lists.  Apostrophes for contractions.  Possessive apostrophes for singular nouns. | Introduce  inverted commas to punctuate direct speech.  Introduce possessive apostrophes for plural nouns. | Inverted  commas  and other punctuation to indicate direct speech.  Apostrophe to mark singular and plural possession.  Comma  after fronted  adverbial. | Bracket, dashes or commas to mark parenthesis.  Commas to clarify meaning or avoid ambiguity.  Introducing  hyphens.  Bullet points. | Semicolon, colon and dash to mark boundary between clauses.  Colon to introduce a list.  Hyphens to avoid ambiguity. |
| **Affixes and word families** | Adding the  prefix 'un-'.  Regular nouns and third- person verbs:  '-s', '-es'.  Endings added to verbs where no change  to root word needed: '-ing',  '-ed', '-er'.  Add '-er' and  '-est' to adjectives where no change is  needed to the  root word. | Adding '-es' to nouns and  verbs that end  in consonant  + 'y’.  Adding '-ed’,  '-ing’, '-er' and  '-est' to root  words that end in consonant + 'y' and vowel  + consonant  + 'e' and single syllable, ending in vowel +  consonant.  Suffixes:  '-ment', '-ness',  '-ful', '-less'.  Suffix '-ly' added to adjective to form adverb. | Prefixes:  'super-', 'anti-', 'auto-‘.  Word families based on common words. | Plural and  possessive '-s'. | Convert nouns and adjectives into verbs using suffixes: '-ate',  '-ise', '-ify'.  Prefixes for verbs 'dis-', 'de-', 'mis-', 'over-',  're-'. | Consolidate learning from previous years. |