



# Progression in Vocabulary, Grammar and Punctuation for Parents

The table shows when concepts are first introduced, not necessarily when they should be completely understood. Content is **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Some children will go beyond the content set out here if it is appropriate.

**Year 2 and Year 6 children will sit a national Spelling, Punctuation and Grammar test in the summer term.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<ul style="list-style-type: none"> <li>• <b>Regular plural noun suffixes –s or –es</b>, including the effects of these suffixes on the meaning of the noun.</li> <li>• <b>Suffixes</b> that can be added to verbs (<b>-ing, -ed, -est</b>) where no change is needed in the spelling of root words.</li> <li>• Use the <b>prefix –un</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of nouns using <b>suffixes such as –ness, –er</b> and by compounding.</li> <li>• Formation of adjectives using <b>suffixes such as –ful, –less</b></li> <li>• <b>Use of the suffixes –er, –est</b> in adjectives and the <b>use of –ly</b> in Standard English to turn adjectives into adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>a range of prefixes</b> [for example super–, anti–, auto–]</li> <li>• Use of the forms <b>'a' or 'an'</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>• Word families based on common words, showing <b>how words are related in form and meaning</b> [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<ul style="list-style-type: none"> <li>• The grammatical difference between <b>plural and possessive –s</b></li> <li>• <b>Standard English forms for verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Converting nouns or adjectives into verbs using suffixes</b> [for example, –ate; –ise; –ify]</li> <li>• <b>Verb prefixes</b> [for example, dis–, de–, mis–, over– and re–]</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of <b>informal speech</b> and vocabulary appropriate for <b>formal speech</b> and writing.</li> <li>• How words are related by meaning as <b>synonyms and antonyms</b>.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	<ul style="list-style-type: none"> <li>How words can combine to make <b>sentences</b></li> <li>Joining words and joining clauses using <b>and</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>subordination</b> (using when, if, that, because).</li> <li>Use <b>co-ordination</b> (using or, and, but).</li> <li><b>Expanded noun phrases</b> for description and specification</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions, adverbs</b> [for example, then, next, soon, therefore] and <b>prepositions</b> [for example, before, after, during, in, because of].</li> <li>Extending the range of sentences with more than one clause, introducing the term '<b>subordinate clause</b>'.</li> </ul>	<ul style="list-style-type: none"> <li><b>Noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Use <b>fronted adverbials</b>.</li> <li>Introduce the term <b>determiner</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Using <b>modal verbs or adverbs</b> to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a sentence.</li> <li>The difference between structures typical of <b>informal speech</b> and structures appropriate for <b>formal speech</b> and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	<ul style="list-style-type: none"> <li>• <b>Sequencing sentences</b> to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of <b>present tense and past tense</b> throughout writing.</li> <li>• Use of the <b>progressive form of verbs in the present and past tense</b> to mark actions in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to <b>paragraphs as a way to group related material.</b></li> <li>• <b>Headings and sub-headings</b> to aid presentation.</li> <li>• Use of the <b>present perfect form of verbs</b> instead of the simple past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>paragraphs</b> to organise ideas around a theme</li> <li>• <b>Appropriate choice of pronoun or noun</b> within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Devices to build cohesion</b> within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or <b>tense choices</b> [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using <b>a wider range of cohesive devices:</b> 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</li> <li>• <b>Layout devices</b> [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>

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Punctuation	<ul style="list-style-type: none"> <li>Separation of words with <b>spaces</b> (finger spaces).</li> <li>Introduction to <b>capital letters</b> and <b>full stops</b>.</li> <li>Introduction to <b>question marks</b> and <b>exclamation marks</b>.</li> <li><b>Capital letters for names, places months and days of the week</b></li> <li><b>Capital letter for personal pronoun I.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</li> <li><b>Commas</b> to separate items in a <b>list</b>.</li> <li><b>Apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to <b>inverted commas</b> to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>inverted commas</b> 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!"]</li> <li><b>Apostrophes</b> to mark <b>plural possession</b> [for example, the girl's name, the girls' names]</li> <li>Use of <b>commas after fronted adverbials</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Brackets, dashes or commas</b> to indicate <b>parenthesis</b></li> <li>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses.</li> <li>Use of the <b>colon</b> to introduce a list and use of <b>semi-colons</b> within lists.</li> <li>Punctuation of <b>bullet points</b> to list information</li> <li>How <b>hyphens</b> can be used to avoid ambiguity.</li> </ul>
Terminology	<i>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</i>	<i>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</i>	<i>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i>	<i>determiner pronoun, possessive pronoun adverbial</i>	<i>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</i>	<i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i>

