Grammar and Punctuation Progression			
Early Learning Goal and National Curriculum Links			
EYFS	**Key Stage One**	**Lower Key Stage Two**	**Upper Key Stage Two**
ELG: • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.	Year One - Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and 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 • use the grammatical terminology in English Appendix 2 in discussing their writing. Year Two - Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • 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) • learn how to use: sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: • 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 the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
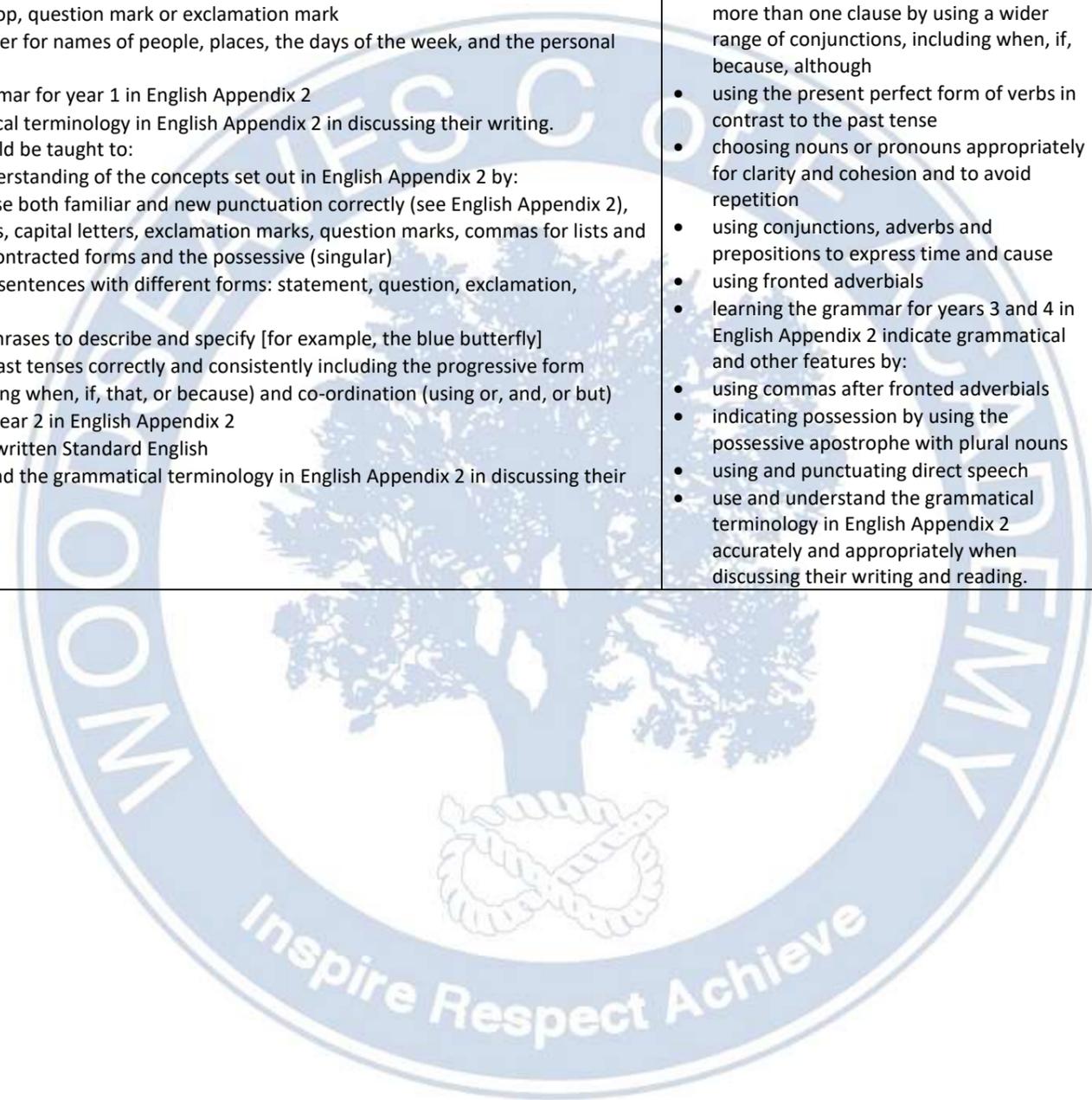
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
At Woodseaves children will make the following progress in Grammar and Punctuation							
Word Structure	Grapheme/phoneme correspondence. How graphemes are grouped to make words.	Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes). Suffixes that can be added to verbs (eg. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation e.g. unkind, or undoing, e.g. untie the boat).	Formation of nouns using suffixes such as -ness, -er. Formation of adjectives using suffixes such as –ful, -less. Use of the suffixes –er and –est to form comparisons of adjectives and adverbs.	Formation of nouns using a range of prefixes such as super –, anti -, auto -. Use of the determiners a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words.	The grammatical different between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)	Converting nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify). Verb prefixes (e.g. dis-, de-, mis-, over- and re-).	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing).
Sentence Structure	Begin to understand how words can combine to make sentences.	How words can combine to make sentences. How 'and' can join words and join sentences.	Subordination (using when, if, that or because) and co-ordination (using or, and, or but). Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). Sentences with different forms: statement, question, exclamation, command.	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of) Fronted adverbials.	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.	Relative clauses beginning with who, which, where, why or whose. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken.) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the face that it was raining meant the end of sports day). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. He's your friend isn't he? or the use of the subjunctive in some very formal writing and speech.
Text Structure	Sequences sentences to make short captions.	Sequencing sentences to form short narratives.	The consistent use of present tense versus past tense throughout texts. Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting.)	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the perfect form of verbs to mark relationships of time and cause. (e.g. I have written it down so we can check what he said.)	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences.	Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
Punctuation	Begin to separate words with spaces. Use capital letters for names and the beginning of sentences. Full stops at the end of sentences.	Separation of words with spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark contracted forms in spelling.	Introduction to speech marks to punctuate direct speech. Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of speech marks to punctuate direct speech. Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).	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 indicate a stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man eating shark or recover versus re-cover.)
Vocabulary	Word, grapheme, letter, phoneme, full stop, capital letter.	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	Verb, tense (past/present), adjective, noun, suffix, apostrophe, comma.	Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, clause, subordinate clause.	Pronoun, possessive pronoun, adverbial.	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.