

Grammar and Punctuation Years 1 to 6 - Progression Framework

| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology for Pupils |
|---|---|--|--|--|
| Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>) | How words can combine to make sentences | Sequencing sentences to form short narratives | Separation of words with spaces | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark |
| Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) | Joining words and joining clauses using <i>and</i> | The consistent use of present tense versus past tense throughout texts | Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences | verb, tense (past, present), noun (phrase) adjective, suffix, comma, apostrophe, statement, question, exclamation, command |
| How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>) | Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) | Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>) | Capital letters for names and for the personal pronoun I | word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause, adverb |
| Formation of nouns using suffixes such as <i>-ness, -er</i> | Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) | Introduction to paragraphs as a way to group related material | Capital letters, full stops, question marks and exclamation marks to demarcate sentences | pronoun, possessive pronoun, adverbial, determiner |
| Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.) | Sentences with different forms: statement, question, exclamation, command | Headings and sub-headings to aid presentation | Commas to separate items in a list | relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity |
| Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs | Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, so</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) | Use of the present perfect form of verbs instead of the simple past e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i> | Apostrophes to mark contracted forms & singular possession in nouns | active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points, ellipsis |
| Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i> | Noun phrases expanded by the addition of modifying adjectives, nouns & preposition phrases: 'the strict maths teacher with curly hair' | Use of paragraphs to organise ideas around a theme | Introduction to inverted commas to punctuate direct speech | |
| Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) | Fronted adverbials e.g. <i>Later that day</i> , <i>I heard the bad news.</i> | Appropriate choice of pronoun or noun across sentences | Use of speech marks to punctuate direct speech | |
| Word families based on common words | Relative clauses beginning: <i>who, which, where, why, whose</i> or an omitted relative pronoun | Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) | Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) | |
| The grammatical difference between plural and possessive -s | Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) | Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) | Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) | |
| Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>) | Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) | 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 <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis . | Brackets, dashes or commas to indicate parenthesis | |
| Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) | Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>) | | Use of commas to clarify meaning or avoid ambiguity | |
| Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>) | | | Semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>It's raining; I'm fed up.</i> | |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing | 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. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech) | Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of the colon to introduce a list & use of the semi colon within lists | |
| How words are related by meaning as synonyms and antonyms | | | Punctuation of bullet points to list information | |
| | | | How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>) | |

All terms in bold should be understood with the meanings set out in the glossary.

