Progression of Grammar and Punctuation - Hob Moor Primary Academy

Year Group	Word	Sentence	Text	Punctuation	Key words/ Terminology
1	Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes) **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. 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)	How words can combine to make sentences **Joining words and joining clauses using** *and*	Sequencing sentences to form short narratives	Separation of **words** with spaces Introduction to capital letters, full stops, question marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark

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2	Formation of **nouns** using **suffixes** such as –ness, -er and by compounding [for example, whiteboard, Superman] Formation of **adjectives** using **suffixes** such as –ful, -less Use the **suffixes** –er, est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs**	The use of **conjunctions** for **Subordination** (using when, if, that or because) and **coordination** (using or, and, or but) **Expanded noun phrases** for description and specification *[for example the blue butterfly, plain flour, the man in the moon]* How the **grammatical patterns in a sentence** indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of **present tense** and **past tense** throughout writing. Use the **progressive** form of **verbs** in the **present and past tense** to mark actions in progress *[for example, she is drumming, he was shouting]*	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **Commas** to separate items in a list **Apostrophes** to mark where letters are missing in spelling *[Contraction - Omission - do not..don't]* and to mark singular possession in nouns *[for example, the girl's name]*	Noun noun phrase Statement questions exclamation command Compound adjective verb suffix adverb tense (past, present) apostrophe comma

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3	Formation of **nouns** using a range of **prefixes,** such as super-, anti-, auto Use of forms a or an according to whether the next word begins with a **consonant** or a **vowel** *(e.g. a rock, an open box)* **Word families** based on common words, showing how words are related in form and meaning *[for example, solve, solution, solver, dissolve, insoluble]*	Expressing time , place and cause using **conjunctions** (for example, when, so, before, after, while, because] **adverbs** *[for example, then, next, soon, therefore]* **prepositions** *(for example, before, after, during, in because of)*	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect form of verbs** instead of the simple past *[for example, He has gone out to play contrasted with He went out to play]*	Introduction to inverted **commas to punctuate direct speech**	Adverb preposition conjunction word family Prefix clause, subordinate clause direct speech consonant consonant letter Vowel vowel letter inverted commas (or 'speech marks')

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4	The grammatical difference between **plural and possessive –s** Standard English forms for **verb inflections** instead of local spoken forms *(we were instead of we was, I did instead of I done)*	**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)* **Fronted adverbials** *(e.g. Later that day, I heard the bad news.)*	Use of paragraphs to organise ideas around a Theme Appropriate choice of **pronoun or noun** across sentences to aid cohesion and avoid repetition	Use of inverted commas and other **punctuation** to indicate *[for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]* **Apostrophes** to mark **plural** possession *[for example, the girl's name, the girls' name]* The use of commas after **fronted adverbials**	Determiner Pronoun possessive pronoun adverbial

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5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example –ate; -ise; -ify] **Verb prefixes** [for example dis-, de-, mis-, over-, and re-)	**Relative clauses** beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using **adverbials of time** [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate **parenthesis** Use of commas to clarify meaning or avoid ambiguity	modal verb relative pronoun relative clause Parenthesis bracket dash Cohesion ambiguity

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6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *[for example, find out – discover; ask for – request; go in – Enter]* How words are related by meaning as synonyms and antonyms *[for example, big, large, little]*	Use of the **passive voice** to affect the presentation of information in a sentence *[for example, I broke the window in the green house versus The window in the greenhouse was broken(by me)]* The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the **subjunctive** forms such as If I <u>were or Were they</u> to come in some very formal writing and speech]	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 (Conjunctive adverbs)** *such as on the other hand, in contrast, or as a consequence)*, and **ellipsis** Layout devices *[for example, headings, sub-headings, columns, bullets, or tables, to structure text]*	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** *[for example, It's raining; I'm fed up]* Use of a **colon** to introduce a list Punctuation of **bullet points** to list information How **hyphens** can be used to avoid ambiguity *[for example man eating shark versus man-eating shark, or recover versus re-cover]*	Subject object Active passive Synonym antonym ellipsis hyphen colon semi-colon bullet points