

## Progression of vocabulary, grammar and punctuation – Years 1 to 6

Skill focus	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Word</b></p>	<ul style="list-style-type: none"> <li>- Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>- <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>- How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>- Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn <b>adjectives</b> into <b>adverbs</b></li> </ul>	<ul style="list-style-type: none"> <li>- Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super–, anti–, auto–</i>]</li> <li>- Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</li> <li>- <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>- Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were instead of we was, or I did instead of I done</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>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 informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</li> <li>- How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</li> </ul>

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<b>Sentence</b>	<ul style="list-style-type: none"> <li>- How <b>words</b> can combine to make <b>sentences</b></li> <li>- Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</li> <li>- Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>- <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>- Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>

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<b>Text</b>	<ul style="list-style-type: none"> <li>- Sequencing <b>sentences</b> to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>- Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to paragraphs as a way to group related material</li> <li>- Headings and sub-headings to aid presentation</li> <li>- Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>	<ul style="list-style-type: none"> <li>- Use of paragraphs to organise ideas around a theme</li> <li>- Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>- Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>- Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></li> <li>- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>- Separation of <b>words</b> with spaces</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>- Commas to separate items in a list</li> <li>- <b>Apostrophes</b> to mark where letters are missing in spelling and to mark</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>- Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li>- <b>Apostrophes</b> to mark <b>plural</b> possession [for</li> </ul>	<ul style="list-style-type: none"> <li>- Brackets, dashes or commas to indicate parenthesis</li> <li>- Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>- Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</li> <li>- Use of the colon to introduce a list and use of semi-colons within lists</li> <li><b>Punctuation</b> of bullet points to list information</li> </ul>

	<p>- Capital letters for names and for the personal pronoun I</p>	<p>singular possession in nouns [for example, the girl's name]</p>		<p>example, the girl's name, the girls' names]</p> <p>- Use of commas after <b>fronted adverbials</b></p>		<p>- How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</p>
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