Progression in vocabulary, grammar and punctuation

	Word	Sentence	Text	Punctuation	Terminology for pupils
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 makes 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
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* (A fuller list of **suffixes** can be found in English Appendix 1) Use the **suffixes** –*er, est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**	**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 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

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]* or **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')
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 **punctuatio**n 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

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
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 were* or *Were they 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** 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

Quick reference of minimum expectations by year group

Year 1	Year 2
Regular **plural noun suffixes** –*s* or –*es* **Suffixes** that can be added to **verbs** How the **prefix** un- changes the meaning of **verbs** and **adjectives** How words can combine to make sentences Joining words and joining sentences using *and* Separation of words with spaces Capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun	Formation of **nouns** using **suffixes**–ness, -er Formation of **adjectives** using **suffixes** –ful, -less Use the **suffixes** –er and -est to form comparisons of **adjectives** and **adverbs** **Subordination** (when, if, that or because) and **coordination** (or, and, or but) Expanded **noun phrases** **Statements**, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list **Apostrophes** to mark contracted spellings
Year 3	**Year 4**
Formation of **nouns** using a range of **prefixes**, such as *super-, anti-, auto-* Use the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** **Word families** based on common words **Conjunctions** (e.g. *when, so, before, after, while, because*) A**dverbs** (e.g. *then, next, soon, therefore*) P**repositions** (e.g. *before, after, during, in because of*) The introduction of the **present perfect** form of **verbs** instead of the simple past Introduction to inverted commas to **punctuate** direct speech	**Plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms Appropriate choice of **pronoun** or **noun** within a **sentence** **Fronted adverbials** Inverted commas to **punctuate** direct speech **Apostrophes to mark singular and plural possession**
Year 5	**Year 6**
Converting **nouns** or **adjectives** into **verbs** using **suffixes** **Verb prefixes** (e.g. *dis-, de-, mis-, over-,* and *re*-) **Relative clauses** beginning *with who, which, where, why, whose, that,* or an omitted pronoun Indicating degrees of possibility using **modal verbs** or adverbs Brackets, dashes or commas to indicate parenthesis **Use of commas to clarify meaning or avoid ambiguity**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the **passive voice** to affect the presentation of information in a **sentence** Expanded **noun phrases** to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** Use of a colon to introduce a list **Punctuation** of bullet points to list information **How hyphens can be used to avoid ambiguity**