Progression in Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.

Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary

The document details what each year group will be learning throughout the year and is split into sections:

- Word
- Sentence
- Text Structure
- Punctuation
- Terminology used in each year group
- Glossary of terms

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	Word
Early Years	• Write own name. • Write **labels** and **captions**. • Correct letter formation.
Y1	• **Regular plural noun suffixes** –s or –es [for example, **dog, dogs; wish, wishes**], including the effects of these suffixes on the meaning of the noun **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, for example, **unkind, or undoing: untie the boat**]
Y2	• 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 of the **suffixes –er, –est** in adjectives and the use of **–ly** in Standard English to turn adjectives into adverbs
Y3	• Formation of **nouns** using a range of prefixes [for example **super–, anti–, auto–]** • Use of the forms a or an according to whether the next word begins with a **consonant** or a **vowel** [for example, **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**]
Y4	• The grammatical difference between **plural** and **possessive** –s Standard English forms for verb inflections instead of local spoken forms [for example, **we were instead of we was, or I did instead of I done**]
Y5	• Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, **–ate; –ise; –ify**] Verb prefixes [for example, **dis–, de–, mis–, over– and re–]**
Y6	• 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**].
	Sentence
Early Years	• Write own name. • Write **labels** and **captions**. • Correct letter formation.
Y1	• How **words** can combine to make **sentences** • Joining **words** and joining **clauses** using **and**.
Y2	• **Subordination** (using **when, if, that, because**) and **co-ordination** (using **or, and, 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**
Y3	• Expressing time, place and cause using **conjunctions** [for example, **when, before, after, while, so, because**], **adverbs** [for example, **then, next, soon, therefore**], or **prepositions** [for example, **before, after, during, in, because of**]
Y4	• 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** [for example, **Later that day, I heard the bad news.**]
Y5	• **Relative clauses** beginning with **who, which, where, when, 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**]
Y6	• Use of the **passive** to affect the presentation of information in a sentence [for example, **I broke the window in the greenhouse** 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: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech**]

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	Text
Early Years	• Using **labels and captions** for a real purpose (including recognising own name).
Y1	• **Sequencing sentences** to form **short narratives**.
Y2	• Correct choice and **consistent use of present tense and/or past tense** throughout texts. • Use of the **progressive form of verbs** in the **present and past tense** to mark actions in progress (e.g. ***she is drumming, he was shouting***).
Y3	• Introduction to **paragraphs** as a way to group related material. • **Headings and sub-headings** to aid presentation. • Use of the **present perfect form** of verbs instead of **the simple past** (e.g. ***He has gone out to play*** contrasted with ***He went out to play***).
Y4	• Use of **paragraphs** to organise ideas around a theme. • Appropriate choice of **pronoun or noun** within and across sentences to aid cohesion and avoid repetition.
Y5	• Devices to build **cohesion within a paragraph** (e.g. ***just as, while, around the corner***, use of **pronouns**. • Linking ideas across **paragraphs** using **adverbials of time** (e.g. ***later that day***), **place** (e.g. ***on the hill, nearby***) **and number** (e.g. ***secondly***).
Y6	• 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 to, or as a consequence***) and **ellipsis (…)** to mark omission of word or phrase). • Layout devices, such as **headings, sub-headings, columns, bullets, or tables**, to structure text.

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	Punctuation
Early Years	• Begin to use **full stops** and **capital letters**, showing understanding of the concept of a **sentence**.
Y1	• Separation of words with **finger spaces**. • Introduction to the use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. • **Capital letters** for **proper nouns** and for the **personal pronoun *"I"***.
Y2	• **Capital letters, full stops, question marks and exclamation marks** to demarcate sentences. • **Commas** to separate items in a **list**. • **Apostrophes** to mark where the letters are missing in spelling and to mark singular possession in nouns (e.g. ***the girl's name***). • Introduction of **speech marks/ inverted commas** to punctuate **direct speech**.
Y3	• **Speech marks/ inverted commas** to punctuate **direct speech**.
Y4	• Use **commas** to mark **clauses**. • Use **of inverted commas/ speech marks** to punctuate **direct speech**. • **Apostrophes** to mark **plural possession** (e.g. ***the lady's bag, the boys' shoes***). • Use of **commas** after **fronted adverbials** (e.g. *Later that day, I heard the bad news).* • Use of **inverted commas/ speech marks** and **other punctuation,** such as ***!*** or ***?***, to indicate direct speech (e.g. ***"How many were there?" asked the tall man, "Here are the apples," he replied.***
Y5	• Use **direct and reported speech**. • **Brackets, dashes or commas** to indicate **parenthesis**. This will help to clarify meaning or avoid ambiguity.
Y6	• Use **full range of punctuation** correctly, matched to genre. • Use of the **semi-colon, colon and dash** to mark the boundary between independent clauses (e.g. ***It's raning; I'm fed up***). • Use of the **colon** to introduce a list and use of **semi-colons** within lists. • **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***).

	Other terms used in each year group:
Early Years	word, sentence, letter, capital letter, full stop.
Y1	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Y2	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Y3	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Y4	determiner pronoun, possessive pronoun adverbial
Y5	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Y6	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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Glossary of terms:

A	
Abstract noun	Your five senses cannot detect this group of nouns. You cannot *see* them, *hear* them, *smell* them, *taste* them, or *feel* them.
Active voice	The **active voice** is the "normal" voice. This is the voice that we use most of the time. In the active voice, the **object** receives the action of the verb: e.g. Cats eat fish.
Adjective	A describing word, e.g. bright, shiny, black, large.
Adjectival phrase	A group of words to describe a noun, e.g. The fierce, scary lion.
Adverb	This describes an action, e.g. loudly, quietly.
Adverbial	A word or phrase which gives more detail about time, place, manner or number.
Adverbial phrase	A group of words which gives more detail about time, place, manner or number.
Ambiguity	Two or more possible meanings in a single passage of text.
Antonym	A word opposite in meaning to another (bad and good).
Apostrophe	A punctuation mark ('). Use the **apostrophe** to show possession. ***Examples:*** *a woman's hat* *the boss's wife* *Mrs. Chang's house* *the class's hours* *Mr. Jones' golf clubs* *the canvas's size* *Texas' weather* *Mr. Hastings' pen* Use an apostrophe with **contractions**. The apostrophe is placed where a letter or letters have been removed. ***Examples:*** *doesn't, wouldn't, it's, can't, you've,* etc
Article	Words that refer to a noun: the, a or an.
B	
Bracket	Punctuation marks (and) which add further information to a sentence, e.g. The dog (with black and white fur) was standing at the bottom of the driveway.
Bullets/ Bullet points	Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly.
C	
Capital letter	Sentences and proper nouns must start with a capital letter (including pronoun "I").
Caption	A sentence or phrase to describe a picture/ photograph (often used in newspapers or magazines).
Clause	The smallest grammatical unit, which usually consists of a subject and a verb phrase.
Cohesion	Making sure a sentence makes sense and that paragraphs link and flow between each other.
Collective noun	A collection of things taken as a whole, e.g. *pride, gaggle, troop,* etc.

Colon	A punctuation mark ":". It is used to inform the reader that what follows is an explanation or proof of what is being discussed.
Columns	Usually in newspaper articles, text is written in separate sections on the page.
Comma	A punctuation mark ",". It is used for separating parts of a sentence, such as clauses and items in a list.
Command	Telling somebody what to do, e.g. *Go and sit over there; Be quiet.*
Common noun	A common noun names general items, e.g. table, chair, coat, hat.
Complex sentence	This consists of one main clause and one subordinate or dependent clause, e.g. *I was very cross because I had forgotten my lunch.*
Compound sentence	This consists of two or more independent clauses, e.g. *Today it is very cold and I am going out in the snow.*
Conjunction	This is a word or phrase that connects words, sentences, phrases or clauses, e.g. *and, but, because, so, if, as well as, provided that, in order to*, etc.
Connecting adverb	***however, on the other hand, as the clock struck midnight, from far in the distance***
Consonant	A letter sound in the alphabet which is not a vowel, i.e. *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y* and *z*.
Consonant letter	The letter names as stated above in "consonant".
Co-ordinating conjunction	These join words, main clauses or sentences of equal importance, e.g. *for, and, nor, but, or, yet, so*.
Co-ordination	When a co-ordinating conjunction joins two or more elements (see above).
D	
Dash	A punctuation mark "-". A dash shows a break in a sentence to give more information (see parenthesis), e.g. *The girl – sitting near the back of the room – was crying*.
Determiner	Words that refer to a noun or noun phrase (*the, a, an, this, that, my, their, many, few, several*).
Different opener	Vary the way a sentence begins by starting with information about when, where, how or why something happened rather than who or what it is about, e.g. *At midnight, the moon shone brightly*.
Direct speech	Tells you exactly what somebody said and is written with speech marks/ inverted commas (" ").
Double negative	More than one negative in a clause, producing an affirmative or positive sense, e.g. *I haven't never owed nothing to no one (*therefore *I always owe something to someone!); I didn't do nothing (*therefore *I did something!).*
E	
Ellipsis	A punctuation mark "…". This shows that a word is missing or can be an unfinished thought or a cliffhanger ending in a story.
Embedded clause	This gives more information about someone or something in the sentence and starts with *who, which* or *that,* e.g. *The cat, which had a stripy face, was sipping its milk.*
Exclamation	A word or phrase which expresses an emotion or sentiment and is followed by an exclamation mark (!), e.g. *Hi! Help! Wow!.*
Exclamation mark	A punctuation mark "!" which follows an exclamation (see above).
Expanded noun phrase	When adjectives are used to give more description about something, e.g. *The chair* becomes *The comfortable, red chair*.
F	
Finger spaces	The way that children are reminded about putting spaces in between each word in a sentence (a space similar to the width of their finger).
First person narrative	A story which is written from the point of view of the author, using personal pronouns "I", "me", etc.
Formal	Using formal or correct language in speech and writing for important occasions or reasons.

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Fronted adverbial	A sentence opener which tells us "when", "where", "how" or "why" something happened.
Full stop	A punctuation mark "." to mark the end of a sentence.
H	
Heading	Usually at the start of a piece of writing as a title.
Hyphen	A punctuation mark "-" to join words, e.g. *re-formed; co-worker*, etc.
Hypothetical language	Hypothetical situations are situations that we imagine. There are specific English grammar structures, phrases and forms to express hypothetical situations, e.g. *if, would have, could have, wish, would rather*, etc.
I	
Informal	Using informal language (not necessarily grammatically correct) in speech and writing for everyday occasions.
Inverted commas/ speech marks	A punctuation mark (") which opens and closes direct speech, e.g. *The vicar said, "Welcome everyone."*
Irregular past tense	When verbs do not follow the usual "add –ed" pattern for past tense, e.g. *stand* becomes *stood; wear* becomes *wore; find* becomes *found,* etc.
L	
Label	A word or phrase to describe part of a diagram or picture.
M	
Modal verb	A verb which indicates the likelihood of something, e.g. *can/could, may/might, must, will/would,* and *shall/should.*
N	
Non-finite subordinate clause	A clause which starts with an –ing or –ed word, e.g. *Running through the dark corridor…; Bumped on the nose…; Framed for the crime…;* etc.
Noun	The name of something. There are different types of noun (see proper noun, common noun, abstract noun and collective noun).
Noun phrase	The adjectives in an expanded noun phrase, being used to give more description about something, e.g. *The chair* becomes *The comfortable, red chair.*
O	
Object	The **object** in a sentence is the entity that is acted upon by the subject, e.g. "The cat pounced on the mouse"; the mouse is the object, the cat is the subject.
P	
Paragraph	Groups of sentences/ blocks of writing which are used to signal change in time, scene, action, mood or person.
Parenthesis	Punctuation marks which add further information to a sentence (brackets, commas, dashes).
Passive voice	In the passive voice, the **subject** receives the action of the verb: e.g. Fish are eaten by cats.
Past tense	A tense which places an action or situation in past time.
Personal pronoun	Relating to yourself, i.e. "I" or "me".
Phrase	A group of words.
Plural	When you have more than one of something, e.g. *dog* becomes *dogs*; *hat* becomes *hats*; etc.
Plural possession	Using an apostrophe to show when something belongs to more than one object, e.g. *the kittens' tails* (the tails belonging to the kittens).
Possessive pronoun	Words which tell us who something belongs to, i.e. *my, mine, your, yours, our, ours, his, hers, its.*
Powerful verb	A better, more detailed action word, e.g. *run* becomes *galloped*, etc.
Precise and detailed	Using better words to describe something more clearly.
Preposition	Telling us where something is, e.g. *on, over, under, next to, behind, above*, etc.
Present perfect form of verbs	Instead of "he went", it could be "*he has gone*" or "*he is running*".
Present tense	As if something is happening now, e.g. *The man looks at the picture*.
Progressive verb	These describe ongoing actions, e.g. *He will be playing football every Saturday*.
Pronoun	This stands in place of a noun, e.g. *He, she, it, they, you*, etc.

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Proper noun	A proper noun is the special word (or name) that we use for a person, place or organisation, like John, Marie, London, France or Sony. A name is a noun, but a very special noun - a proper noun.
Punctuation	The use of spacing and signs to aid understanding and correct reading of text.
Purpose	What is the piece of writing or text for? What is its intent?
Q	
Question	A request for information which ends with a question mark (?).
Question mark	A question ends with a question mark (?).
R	
Relative clause	A type of embedded clause which gives more information about someone or something, starting with *who, which* or *that*.
Relative pronoun	Words which start a relative clause: *who, which* or *that*.
Reported speech	Can also be called "indirect speech". When the main points of what someone has said are reported, but not word for word, e.g. *The politician explained that he was pleased with the current government's policies on education*.
S	
Second person narrative	A text which is written with second person pronouns, e.g. "you": *You are not the kind of guy who would be at a place like this at this time of the morning. But here you are, and you cannot say that the terrain is entirely unfamiliar, although the details are fuzzy.*
Semantic cohesion	The piece of writing makes sense.
Semi-colon	A punctuation mark ";" which separates major sentence elements (e.g. *The train zoomed along the track; it was extremely late)* and separates items in a list.
Sentence	A grammatical unit of language which expresses a statement, question, exclamation or command.
Sequencing	Putting information or events in the order in which they happened.
Short narratives	Short, simple stories.
Simple sentence	This consists of one clause, e.g. *The boy went to school.*
Singular	One of something, e.g. *dog, cat, table, chair*.
Speculative language	Words to use when writing about something you are not sure about, e.g. *maybe, might be, can be, could be, possibly*.
Speech marks/ inverted commas	A punctuation mark (") which opens and closes direct speech, e.g. *The vicar said, "Welcome everyone."*
Statement	A sentence which declares something, e.g. *The parrot is colourful*.
Subheading	A heading or caption which tells you briefly about the text ahead.
Subject	Who or what a sentence or a clause is about.
Subject verb agreement	The verb must match the subject: *I am/ was, you are/ were, we are/were*.
Subordinate clause	Adds additional information to a sentence, but cannot stand alone. It usually starts with a subordinating conjunction, e.g. *if it doesn't stop raining…; when you get home…*
Subordinating conjunction	The words that join a main clause and a subordinate clause: *after, although, as, as far as, as if, as long as, as soon as, as though, because, before, even if, even though, every time, if, in order that, since, so, so that, than, though, unless, until, when, whenever, where, whereas, wherever,* and *while*.
Suffix	Placed at the end of a word, e.g. *–ing, -ed, -ly, -ness*, etc.
Synonym	Words which have the same or similar meaning, e.g. *big* and *large*.
T	
Tense	A category that locates a situation in time, to indicate when the situation takes place.
Text types	Different ways to present information, e.g. *narrative, instructions, explanations, non-chronological reports, newspaper articles*, etc.
Third person narrative	A text which is written with third person pronouns: he, she, it, they.
Time connective	A word or phrase which tells us "when" something is happening, e.g. *early in the morning, first, next, after that,* etc.

V	
Verb	An action or doing word.
Vowel	A letter sound in the alphabet which is not a consonant, i.e. *a, e, i, o* and *u*.
Vowel letter	The letter names as stated above in "vowel".
W	
Word family	The base form of a word, e.g. *happy* can become *unhappy, happiest, happier*, etc.