Grammar and Punctuation Progression Overview

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Reception	• Hear, say and write the sounds in words. • Segment words using phonic knowledge • To write CVC words		• Write simple phrases and sentences that can be read by themselves and others	• Introduction to the separation of words with spaces • Introduction to capital letters for names and personal pronoun *I* • Introduction to full stops
	Word Structure	**Standard English**	**Sentence and Text Structure**	**Punctuation**
Year 1	• Nouns • Verbs • Adjectives • Conjunctions (*and*) • Pronouns • Clauses • Phrases • Regular plural noun suffixes • Suffixes that can be added to verbs • How the prefix *un*– changes the meaning of verbs and adjectives		• Word groups / families • Prefixes • Suffixes • Singular and plural • How words can combine to make sentences • Joining words and joining sentences using *and* • Sequencing sentences to form short narratives	• Separation of words with spaces • Capital letters for names and personal pronoun • Full stops • Introduction to question marks • Exclamation marks

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Year 2	• Nouns • Verbs • Adjectives • Adverbs • Conjunctions • Pronouns • Phrases • Clauses • Correct choice and consistent use of present tense and past tense throughout writing • 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	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress (ie. She was sitting; he is sitting)	• Subordination (using **when, if, that, because**) and co-ordination (using **or, and, but**) • Introduction to writing compound sentences • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	• Capital letters • Full stops • Question marks • Exclamation marks • Commas in lists • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Year 3	• Nouns • Expanded Noun phrase • Verbs • Adjectives • Pronouns • Adverbs • Prepositions • Statements • Questions • Commands • Clauses • Phrases • Subordinating conjunctions • Coordinating Conjunctions • Formation of nouns using a range of prefixes, such as **super–, anti–, auto–** • Use of the determiners **a** or **an** • Word families based on common words	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Use of the perfect verb form	• Subordination (using **when, if, that, because)** and co-ordination (using **or, and, bu**t) • Conjunctions to express time and clause • Writing compound sentences complex sentences • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Expressing time and cause using conjunctions	• Capital letters • Full stops • Question marks • Exclamation marks • Commas in lists • Apostrophes for contraction and possession • Introduction to inverted commas to punctuate direct speech

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Year 4	• Nouns • Expanded noun phrase • Verbs • Adjectives • Co-ordinating Conjunctions • Pronouns • Adverbs • Prepositions • Articles / determiners • Statements • Questions • Commands • Clauses • Phrases • Subordinating conjunctions • The grammatical difference between plural and possessive -s	• Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) • Correct use of singular and plural nouns	• Subordination (using **when, if, that, because**) and co-ordination (using **or, and, but**) • Conjunctions to express time and clause • Writing compound sentences complex sentences • Fronted adverbials • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	• Capital letters • Full stops • Question marks • Exclamation marks • Commas in lists • Apostrophes • Inverted commas to punctuated direct speech • Use of commas after fronted adverbials

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Year 5	• Nouns • Verbs • Adjectives • Co-ordinating Conjunctions • Pronouns • Adverbs • Prepositions • Articles / determiners • Statements • Questions • Commands • Clauses • Phrases • Subordinating conjunctions • Converting nouns or adjectives into verbs using suffixes (e.g. *–ate; –ise; –ify*) • Verb prefixes (e.g. *dis–, de–, mis–,over–* and *re–*)	• Tense agreement • Subject-verb agreement • Double negatives • Use of *I* and *me* • Contractions	• Paragraphs organised around a theme • Relative clauses beginning with **who, which, where, why, whose, that**, or an omitted relative pronoun • Indicating degrees of possibility using modal verbs • Devices to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number • Varied conjunctions (causal, contrast, additional)	• Capital letters • Full stops • Question marks • Exclamation marks • Commas in lists • Inverted commas • Apostrophes • Commas to mark phrases or clauses • Use of the colon to introduce a list • Punctuation for parenthesis

	Word Structure	Standard English	Sentence and Text Structure	Punctuation
Year 6	• Nouns • Verbs • Adjectives • Pronouns • Relative pronouns • Adverbs • Prepositions • Statements • Questions • Commands • Clauses • Phrases • Subordinating Conjunctions • Co-ordinating Conjunctions • Articles / determiners	• Tense agreement • Subject-verb agreement • Double negatives • Use of *I* and *me* • Contractions for an informal tone • Subjunctive form	• Relative clauses beginning with relative pronouns • Linking ideas across paragraphs using a wider range of cohesive devices • Expanded noun phrases to convey complicated information concisely • Use of the passive voice to affect the presentation of information in a sentence • Use of the colon to introduce a list • Punctuation of bullet points to list information • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags vs subjunctive)	• Capital letters • Full stops • Question marks • Exclamation marks • Commas in lists • Commas to mark phrases or clauses • Inverted commas • Apostrophes • Brackets • Punctuation for parenthesis • Ellipses • Use of the colon to introduce a list • Dashes to extend sentences • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity