**William Penn Primary School – Progression in Grammar and Punctuation**

**Grammar: Sentences, cohesion and clauses**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Sentences and cohesion** | What asentence is.Joining words and sentences using *and.*Sequencing sentences to form short narratives. | Subordination*(when, if, that, because).*Coordination*(or, and, but).* Statements. Questions.Exclamations. Commands . | Introducingparagraphs.Headings and subheadings. | Organise paragraphs around a theme.Appropriate choice of noun or pronoun to aid cohesion and avoid repetition. | Building on structuring paragraphs.Devices to build cohesion in a paragraph *(then, after, than, firstly ).* | Layout devices such as headings, subheadings, bullets, tables to structure text.Linking ideas across text using cohesive devices: repetitionof a word or phrase,grammatical connections and ellipsis. |
| **Clauses** | Joining words and sentences using *and.* | Subordination*(when, if, that, because).*Coordination*(or, and, but).* | Term *clause*introduced.Expressing time and cause *(when, so, before, after, while, because).*Continuing to use conjunctions to combine clauses. | Consolidate learning from previous years. | Relative clauses beginning with *who, which, where, why, whose, that.* | Semicolon, colon and dash to mark boundary between main clauses. |
| **Informal/****formal** |  |  |  |  |  | Differences between formal and informal language.Passive and active voice.Structuresof formaland informal language (such as subjunctive forms). |

**Grammar: Word Classes**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nouns and noun phrases** | What a noun is.Regular plurals with ‘-s’, ‘-es’ endings.Nouns with ‘-er’ | Forming nouns with suffixes and compounding.Expanded noun phrases for description.Adding ‘-es’ to nouns that end in consonant + ‘y’.Possessive apostrophes for singular nouns. | Forming nouns with prefixes.Appropriate choice of noun or pronoun to avoid repetition.Forms – a and an.Possessive apostrophe with plural words. | Plural and possessive ‘-s‘.Appropriate choice of noun or pronoun to aid cohesion and avoid repetition.Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Locate and identify expanded noun phrases. | Expanded noun phrases to convey complicated information concisely. |
| **Verbs** | Third-person singular ‘-s’.Endings added to verbs where no change to root word is needed: ‘-ing’, ‘-ed’, ‘-er’.Simple past – tense ‘-ed’. | Progressive form of verbs in the past and present tense.Adding ‘-es’ to verbs that end in consonant + ‘y’.Adding ‘-ed’ and ‘-ing’ to root words that end in consonant + ‘y’ and vowel + consonant + ‘e’ and single syllable, ending in vowel + consonant | Present perfect form of verbs instead of the simple past. | Standard English forms for verb inflections. | Indicating degrees of possibility with modal verbs.Prefixes for verbs ‘dis-‘, ‘de-‘, ‘mis-‘, ‘over-‘, ‘re-‘.Convert nouns and adjectives into verbs using suffixes: ‘-ate’, ‘-ise’, ‘-ify’ | Consolidate learning from previous years. |
| **Tense** | Simple past- tense ‘-ed’. | Correct and consistent use of past and present tense.Progressive form of verbs in the past and present tense. | Present perfect tense. | Consolidate learning from previous years. | Subject-verb agreement and consistent use of tense. | Consolidate learning from previous years. |
| **Conjunctions** | Joining words and sentences using *and.* | Subordination (when, if, that, because).Coordination (or, and, but). | Expressing time and cause (when, so, before, after, while, because). | Using a wider range of conjunctions. | Consolidate learning from previous years. | Consolidate learning from previous years. |

**Grammar: Word Classes (continued)**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Adverbs and adverbials** |  | Suffix '-ly' added to adjective to form adverb. | Introduce/revise adverbs.Expressingtime and cause (then, next, soon). | What an adverbial phrase is.Fronted adverbials.Commaafter fronted adverbial. | Indicating degrees of possibility with adverbs.Adverbials of time, place and number. | Linking ideas across a text using cohesivedevices including adverbials. |
| **Adjectives** | Add '-er' and '-est' to adjectives where no change is needed to the root word. | Adding '-er' and '-est' to root words that end in consonant + 'y' and vowel+ consonant+ 'e' and single syllable, ending in vowel +consonant. | Choosing appropriate adjectives. | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |
| **Prepositions** |  |  | Expressingtime and cause(before, after, during, in, because of).Otherprepositionsuseful forwriting. | Consolidate learning from previous years. | Consolidate learning from previous years. | Consolidate learning from previous years. |

**Grammar and Punctuation: Punctuation, affixes and word families**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation** | Space to separate words.Full stop.Questionmark.Exclamation mark.Capital letter for start of sentence, names, personal pronoun I.Readwords with contractions. | Capital letters.Full stop. Questionmarks.Exclamationmarks.Commas to separate items in lists.Apostrophes for contractions.Possessive apostrophes for singular nouns. | Introduceinverted commas to punctuate direct speech.Introduce possessive apostrophes for plural nouns. | Invertedcommasand other punctuation to indicate direct speech.Apostrophe to mark singular and plural possession.Commaafter frontedadverbial. | Bracket, dashes or commas to mark parenthesis.Commas to clarify meaning or avoid ambiguity.Introducinghyphens. Bullet points. | Semicolon, colon and dash to mark boundary between clauses.Colon to introduce a list.Hyphens to avoid ambiguity. |
| **Affixes and word families** | Adding theprefix 'un-'.Regular nouns and third- person verbs:'-s', '-es'.Endings added to verbs where no changeto root word needed: '-ing', '-ed', '-er'.Add '-er' and '-est' to adjectives where no change isneeded to theroot word. | Adding '-es' to nouns andverbs that endin consonant+ 'y’.Adding '-ed’, '-ing’, '-er' and'-est' to rootwords that end in consonant + 'y' and vowel+ consonant+ 'e' and single syllable, ending in vowel +consonant.Suffixes:'-ment', '-ness','-ful', '-less'.Suffix '-ly' added to adjective to form adverb. | Prefixes: 'super-', 'anti-', 'auto-‘.Word families based on common words. | Plural andpossessive '-s'. | Convert nouns and adjectives into verbs using suffixes: '-ate',  '-ise', '-ify'.Prefixes for verbs 'dis-', 'de-', 'mis-', 'over-', 're-'. | Consolidate learning from previous years. |