



Whole School
gPS Progression

2023-24

	Grammar	Punctuation
EYFS	<ul style="list-style-type: none"> Recognise whether or not oral sentences make sense. Know that words are ordered from left to right. To orally use 'and' and 'because' in everyday speech. To use past, present and future tenses when talking about events. 	<ul style="list-style-type: none"> Begin to use capital letters for the start of sentences and full stops at the end. Use finger spaces between words.
Year 1	<ul style="list-style-type: none"> Join words and clauses using 'and'. Combine words to make sentences. Sequence sentences for short narratives. Re-read own writing or written text to ensure it makes sense. Regular plural noun suffixes -s or -es (e.g. 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 (e.g. unkind, or undoing: untie the boat) 	<ul style="list-style-type: none"> Use capital letters for names and the personal pronoun 'I' Use capital letters and full stops consistently to demarcate sentences. Begin to use ? and ! to demarcate sentences
Year 2	<ul style="list-style-type: none"> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases for description and specification (the blue butterfly, plain flour, the man on the moon) To recognise the functions of different sentences i.e. statements, commands, questions, exclamations. Use past and present tense consistently throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. <i>she is drumming, he was shouting</i> Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. 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 	<ul style="list-style-type: none"> Use ? and ! accurately to demarcate sentences especially sentences beginning with 'what' or 'how' e.g. <i>What a good friend you are!</i> Use commas to separate items in a list. Use apostrophes to mark contractions and singular possession nouns, e.g. <i>the girl's name</i>

Expectation that each year builds upon prior learning

Grammar

Punctuation

Year 3

- Use conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause
- Use paragraphs to group related material.
- Use headings and sub-headings to organise writing in non-fiction pieces
- Use the present perfect form of verbs instead of the simple past e.g. *He has gone out to play versus He went out to play*
- Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)
- Use of the 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 (e.g. solve, solution, solver, dissolve, insoluble)

- Use inverted commas to punctuate direct speech.

Expectation that each year builds upon prior learning

Year 4

- Expand noun phrases by including modifying adjectives, nouns and preposition phrases e.g. the teacher expanded the strict maths teacher with curly hair
- Use fronted adverbials (Later that day, I heard the bad news)
- Use paragraphs to organise ideas around a theme
- Choose whether to use nouns or pronouns within and across sentences to avoid repetition
- 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*

- Use inverted commas to accurately punctuate direct speech.
- Use punctuation accurately before and within direct speech e.g. after the reporting clause *The conductor shouted, "Sit down!"*
- Use apostrophes to mark plural possession. e.g. the girls' names
- Use commas after fronted adverbials.

Grammar

Punctuation

Year 5

- Use relative clauses beginning with who, which, where, when, whose, that
- Use adverbs (perhaps, surely) or modal verbs (might, should, will, must) to indicate degrees of possibility
- Devices to build cohesion within a paragraph, e.g. *then, after that, this, firstly*
- Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)
- Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify]
- Verb prefixes (e.g. dis-, de-, mis-, over- and re-)

- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity, e.g. *Eats shoots and leaves; Eats, shoots and leaves*

Year 6

- Use the passive voice to affect the presentation of information in a sentence, e.g. *I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)*
- Choose and use formal and informal speech to match the purpose of the writing, e.g. *the use of question tags: He's your friend, isn't he?*
- Use subjunctive forms such as *If I were or Were they to come* in some very formal writing
- Use a range of cohesive devices to link ideas across paragraphs e.g. repetition of a word or phrase, use of adverbials or ellipses
- Use structural features to organise text, e.g. headings, sub-headings, columns
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- How words are related by meaning as synonyms and antonyms, e.g. *big, large, little*

- Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *It's raining; I'm fed up*
- Use the colon to introduce a list and use of semi-colons within lists.
- Use bullet points to list information.
- Understand how hyphens can be used to avoid ambiguity, e.g. *man eating shark versus man-eating shark*

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