

PRIMARY CURRICULUM

PROGRESSION IN TEACHING  
GRAMMAR AND PUNCTUATION

KEY STAGE 1&2

PROGRESSION IN TEACHING GRAMMAR AND PUNCTUATION

YEAR 1	PUPILS NEED TO KNOW THESE TERMS
<p><b>WORD</b> Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p> <p><b>SENTENCE</b> How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><b>PUNCTUATION</b> Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b></p>	<p><u>Year 1</u> <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop, question mark, exclamation mark</b></p>

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YEAR 2	PUPILS NEED TO KNOW THESE TERMS
<p><b>WORD</b> Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling appendix.) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and <i>-ly</i> to turn adjectives into <b>adverbs</b></p> <p><b>SENTENCE</b> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>) Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p> <p><b>TEXT</b> Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p><b>PUNCTUATION</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling</p>	<p><u>Year 1</u> <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop, question mark, exclamation mark</b></p> <p><u>Year 2</u> <b>noun, noun phrase</b> <b>statement, question, exclamation, command,</b> <b>compound, adjective, verb,</b> <b>suffix</b> <b>tense (past, present)</b> <b>apostrophe, comma</b></p>

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YEAR 3	PUPILS NEED TO KNOW THESE TERMS
<p><b>WORD</b> Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p> <p><b>SENTENCE</b> Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), <b>adverbs</b> (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or <b>prepositions</b> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p> <p><b>TEXT</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><b>PUNCTUATION</b> Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p><u>YEAR 1</u> <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop, question mark, exclamation mark</b></p> <p><u>YEAR 2</u> <b>noun, noun phrase</b> <b>statement, question, exclamation, command,</b> <b>compound, adjective, verb,</b> <b>suffix</b> <b>tense (past, present)</b> <b>apostrophe, comma</b></p> <p><u>YEAR 3</u> <b>adverb, preposition conjunction</b> <b>word family, prefix</b> <b>clause, subordinate clause</b> <b>direct speech</b> <b>consonant, consonant letter vowel, vowel letter</b> <b>inverted commas (or 'speech marks')</b></p>

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YEAR 4	PUPILS NEED TO KNOW AND UNDERSTAND
<p><b>WORD</b> The grammatical difference between <b>plural</b> and <b>possessive -s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p><b>SENTENCE</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><b>TEXT</b> Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p> <p><b>PUNCTUATION</b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>) <b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. <i>the girl's name, the girls' names</i>) Use of commas after <b>fronted adverbials</b></p>	<p><u>YEAR 1</u> <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop, question mark, exclamation mark</b></p> <p><u>YEAR 2</u> <b>noun, noun phrase</b> <b>statement, question, exclamation, command, compound, adjective, verb, suffix</b> <b>tense (past, present)</b> <b>apostrophe, comma</b></p> <p><u>YEAR 3</u> <b>adverb, preposition conjunction</b> <b>word family, prefix</b> <b>clause, subordinate clause</b> <b>direct speech</b> <b>consonant, consonant letter vowel, vowel letter</b> <b>inverted commas (or 'speech marks')</b></p> <p><u>YEAR 4</u> <b>determiner</b> <b>pronoun, possessive pronoun, adverbial</b></p>

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YEAR 5	PUPILS NEED TO KNOW THESE TERMS
<p><b>WORD</b>            Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)  <b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p><b>SENTENCE</b>  <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun            Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>)</p> <p><b>TEXT</b>            Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)            Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p><b>PUNCTUATION</b>            Brackets, dashes or commas to indicate parenthesis            Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>YR1 letter, capital letter</b>  <b>word, singular, plural</b>  <b>sentence</b>  <b>punctuation, full stop, question mark, exclamation mark</b></p> <p><b>YR2 noun, noun phrase</b>  <b>statement, question, exclamation, command,</b>  <b>compound, adjective, verb,</b>  <b>suffix</b>  <b>tense (past, present)</b>  <b>apostrophe, comma</b></p> <p><b>YR3 adverb, preposition conjunction</b>  <b>word family, prefix</b>  <b>clause, subordinate clause</b>  <b>direct speech</b>  <b>consonant, consonant letter vowel, vowel letter</b>  <b>inverted commas (or 'speech marks')</b></p> <p><b>YR4 determiner</b>  <b>pronoun, possessive pronoun,</b>  <b>adverbial</b></p> <p><b>YR5- modal verb, relative pronoun</b>  <b>relative clause</b>  <b>parenthesis, bracket, dash cohesion, ambiguity</b></p>

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YEAR 6	PUPILS NEED TO KNOW AND UNDERSTAND
<p><b>WORD</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p> <p><b>SENTENCE</b> Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p> <p><b>TEXT</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p><b>PUNCTUATION</b> Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It’s raining; I’m fed up</i>) Use of the colon to introduce a list <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>)</p>	<p><u>YR1</u> <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b> <b>punctuation, full stop, question mark, exclamation mark</b></p> <p><u>YR2</u> <b>noun, noun phrase</b> <b>statement, question, exclamation, command,</b> <b>compound, adjective, verb,</b> <b>suffix</b> <b>tense (past, present)</b> <b>apostrophe, comma</b></p> <p><u>YR3</u> <b>adverb, preposition conjunction</b> <b>word family, prefix</b> <b>clause, subordinate clause</b> <b>direct speech</b> <b>consonant, consonant letter vowel, vowel letter</b> <b>inverted commas (or ‘speech marks’)</b></p> <p><u>YR4</u> <b>determiner</b> <b>pronoun, possessive pronoun,</b> <b>adverbial</b></p> <p><u>YR5</u> <b>modal verb, relative pronoun</b> <b>relative clause</b> <b>parenthesis, bracket, dash cohesion, ambiguity</b></p> <p><u>YR6</u> <b>subject, object</b> <b>active, passive</b> <b>synonym, antonym</b> <b>ellipsis, hyphen, colon, semi-colon, bullet points</b></p>