Progression in Grammar



About this resource...

This document is intended to help teachers identify the requirements for vocabulary, grammar and punctuation by year group. The document identifies what should be taught in each year group by linking the programme of study for 'Writing – vocabulary, grammar and punctuation' to English Appendix 2. Skills progression from years 1 to 6 is clearly presented in the document along with a set of minimum requirements for each group.

The organisation of the resource...

The document is divided into three parts. The first is an overview of English Appendix 2 presented in a tabulated form. This enables teachers to see the skills for vocabulary, grammar and punctuation as a progression of skills from year 1 to year 6

The second part of the document combines the specific elements of English Appendix 2 for each year group and the Programme of study for 'Writing – vocabulary, grammar and punctuation'. This is particularly useful for teachers in years 3 and 4 and 5 and 6 where the programme of study spans two year groups. To help teachers we have identified the relevant objectives for each group from the programmes of study for 'Writing – vocabulary, grammar and punctuation'.

The final part of the document presents the key skills for children by year group. This is useful for setting minimum expectations for written work in each year of the school.

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Progression in grammar and punctuation

English Appendix 2: Vocabulary, grammar and punctuation

	Word	Sentence	Text	Punctuation	Terminology for pupils
1	Regular plural noun suffixes —s or —es (e.g. dog, dogs; wish, wishes) 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, e.g. unkind, or undoing, e.g. untie the boat)	How words can combine to make sentences Joining words and joining clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun /	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark
2	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 (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes —er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Subordination (using when, if, that or because) and coordination (using or, and, or 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	Correct choice and consistent use of present tense and past tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma

3	Formation of nouns using a range of prefixes , such as super-, anti-, auto- Use of 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 [for example, solve, solution, solver, dissolve, insoluble]	Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Introduction to inverted commas to punctuate direct speech	Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')
4	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was, I did</i> instead of <i>I done</i>)	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 (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, the girl's name, the girls' name] The use of commas after fronted adverbials	Determiner pronoun, possessive pronoun adverbial

a s -/	Converting nouns or adjectives into verbs using suffixes [for example –ate; ise; -ify] Verb prefixes [for example dis-, de-, mis-, over-, and re-)	Relative clauses beginning with who, which, where, why, 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]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
v s a s e a e H n	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]	Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house 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 e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points

Year 1

Word	Sentence	Text		Punctuation	Terminology for pupils
Regular plural noun suffixes –s or	How words can combine to	Sequencing sentences to form		Separation of words with	letter
–es (e.g. dog, dogs; wish, wishes)	make sentences	short narrati	ves	spaces	capital letter
				Introduction to capital letters,	word
Suffixes that can be added to	Joining words and joining			full stops, question makes to	singular
verbs where no change is needed	clauses using and			demarcate sentences	Plural
in the spelling of root words (e.g.					sentence
helping, helped, helper)				Capital letters for names and	punctuation
				for the personal pronoun /	full stop
How the prefix <i>un</i> - changes the					question mark
meaning of verbs and adjectives					exclamation mark
(negation, e.g. unkind, or undoing,					
e.g. untie the boat)					
Year 1 programme of study (statute	ory requirements)		Notes and guidance (non-statutory)		
Writing – vocabulary, grammar and	l punctuation		Writing – vocabulary, grammar and punctuation		
Pupils should be taught to:			Pupils should be taught to recognise sentence boundaries in spoken sentences		
Develop their understandin	g of the concepts set out in Appe	ndix 2	and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils')		
by: ○ Leaving spaces be	tween words		when their writin	g is discussed.	
 Joining words and join 	ining sentences using and				
 Beginning to punctua 	te sentences using a capital letter	and a full	Pupils should beg	in to use some of the distinctive	features of Standard English
stop, question mark or exclamation mark			in their writing. 'S	Standard English' is defined in the	glossary
 Using a capital letter for names of people, places, the days of the 					
week, and the perso	onal pronoun 'I'				
 Learning the gramma 	ar for year 1 in English Appendix 2				
Use the grammatical termir	nology in English Appendix 2 in dis	scussing			
their writing					

Year 2

Word	Sentence	Text	Punctuation	Terminology for	
				pupils	
Formation of nouns using suffixes such as —ness, -er and by compounding [for example, whiteboard, superman]	Subordination (using when, if, that or because) and coordination (using or, and, or but)	Correct choice and consistent use of present tense and past	Use of capital letters, full stops, question marks and exclamation marks to	noun, noun phrase statement, questions exclamation,	
Formation of adjectives using suffixes such as – <i>ful</i> , - <i>less</i>	Expanded noun phrases for description and specification [for	tense throughout writing.	demarcate sentences Commas to separate items in a	command compound,	
(A fuller list of suffixes can be found in English Appendix 1)	example the blue butterfly, plain flour, the man in the moon]	Use the progressive form of verbs in the	list	adjective, verb suffix adverb	
Use the suffixes – <i>er</i> , <i>est</i> in adjectives and the use of - <i>ly</i> in Standard English to turn	How the grammatical patterns in a sentence indicate its function as a	present and past tense to mark actions in progress [for example,	Apostrophes to mark where letters are missing in spelling and to mark singular possession	tense (past, present) apostrophe	
adjectives into adverbs	statement, question, exclamation or command	she is drumming, he was shouting]	in nouns [for example, the girl's name]	comma	
Year 2 programme of study (statutory requ	uirements)	•	Notes and guidance (non-statuto	ry)	
Writing – vocabulary, grammar and punctu			Writing – vocabulary, grammar a	and punctuation	
Pupils should be taught to:			The terms for discussing language embedded for pupils in the cours		
Develop their understanding of the con	cepts set out in English Appendix 2 by:		their writing with them. Their atte	ention should be	
 Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: 					
 Sentences with different forms: statements, question, exclamation, command Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 					
the grammar for year 2 in English Asome features of written Standard English					
	erminology in English Appendix 2 in disc	ussing their writing			

Year 3

Word	Sentence	Text	Punctuation	Terminology for pupils
Formation of nouns using a range of	Expressing time,	Introduction to paragraphs as a	Introduction to	Adverb preposition,
prefixes, such as super-, anti-, auto-	place and cause using	way to group related material	inverted commas to	conjunction
	conjunctions (for		punctuate direct	word family, prefix
Use of forms <i>a</i> or <i>an</i> according to whether	example, when, so,	Headings and sub-headings to	speech	clause, subordinate clause,
the next word begins with a consonant or a	before, after, while,	aid presentation		direct speech
vowel (e.g. <u>a</u> rock, <u>an</u> open box)	because] adverbs			consonant, consonant letter,
	[for example, then,	Use of the perfect form of		vowel, vowel letter
Word families based on common words,	next, soon, therefore]	verbs instead of the simple past		inverted commas (or 'speech
showing how words are related in form and	or prepositions (for	[for example, He has gone out		marks')
meaning [for example, solve, solution,	example, <i>before</i> ,	to play contrasted with He went		
solver, dissolve, insoluble]	after, during, in	out to play]		
	because of)			

YEAR 3 OBJECTIVES

Years 3-4 programme of study (statutory requirements)

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Using conjunctions, adverbs and prepositions to express time and cause
- \circ Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:
 - Using and punctuating direct speech
 Use and understand the grammatical terminology in English Appendix 2
 accurately and appropriately when discussing their writing and reading

Notes and guidance (non statutory)

Writing – vocabulary, grammar and punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 4

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Word	Sentence	Text		Punctuation	Terminology for pupils
The grammatical	Noun phrases expanded by the	Use of paragraphs to		Use of inverted commas and other	Determiner
difference between plural	addition of modifying	organise ideas ard	ound a	punctuation to indicate [for example, a	pronoun, possessive
and possessive –s	adjectives, nouns and	theme		comma after the reporting clause; end	pronoun
	preposition phrases (e.g. the			punctuation with inverted commas: The	adverbial
Standard English forms for	teacher expanded to: the strict	Appropriate choice of		conductor shouted, "Sit down!"]	
verb inflections instead of	maths teacher with curly hair)	pronoun or noun across			
local spoken forms (we		sentences to aid of	cohesion	Apostrophes to mark plural possession [for	
were instead of we was, I	Fronted adverbials (e.g. <u>Later</u>	and avoid repetiti	ion	example, the girl's name, the girls' name]	
did instead of I done)	that day, I heard the bad news.)				
				The use of commas after fronted adverbials	
YEAR 4 OBJECTIVES			Notes ar	nd guidance (non statutory)	
Years 3-4 programme of stud	dy (statutory requirements)		Writing -	– vocabulary, grammar and punctuation	
Writing – vocabulary, gram	mar and punctuation				
Pupils should be taught to:			Gramma	r should be taught explicitly: pupils should be t	aught the terminology
Develop their under	standing of the concepts set out in E	nglish Appendix		cepts set out in English Appendix 2, and be able	
2 by:				to examples of real language, such as their ow	

o Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

- Using fronted adverbials
- o Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:
 - Using commas after fronted adverbials
 - o Indicating possession by using the possessive apostrophe with the singular and plural nouns
 - Using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 5

Word	Sentence	Text		Punctuation	Terminology for pupils
Converting nouns or	Relative clauses beginning with who,	Devices to bu	uild cohesion within a paragraph	Brackets, dashes or	modal verb, relative
adjectives into verbs	which, where, why, whose, that, or an	[for example	, then, after that, this, firstly]	commas to indicate	pronoun
using suffixes [for	omitted relative pronoun			parenthesis	relative clause
example –ate; -ise; -ify]		Linking ideas	across paragraphs using		parenthesis, bracket,
	Indicating degrees of possibility using	adverbials of	f time [for example, later], place	Use of commas to	dash
Verb prefixes [for	adverbs [for example, perhaps,	[for example	, nearby] and number [for	clarify meaning or	cohesion, ambiguity
example dis-, de-, mis-,	surely] or modal verbs [for example,	example, sec	ondly] or tense choices [for	avoid ambiguity	
over-, and re-)	might, should, will, must]	example, he	had seen her before]		
YEAR 5 OBJECTIVES			Notes and guidance (non-statut	ory)	
Year 5-6 programme of st	udy (statutory requirements)		Writing – vocabulary, grammar o	and punctuation	
Writing – vocabulary, gran	nmar and punctuation				
			Pupils should continue to add to	their knowledge of lin	guistic terms, including
Pupils should be taught to:	:		those to describe grammar, so th	nat they can discuss the	eir writing and reading.
 Develop their unde 	erstanding of the concepts set out in				
English Appendix 2	2 by:				
 Using the pe 	rfect form of verbs to mark relationships	of time			
and cause					
 Using mod 	al verbs or adverbs to indicate degrees o	f possibility			
 Using relat 	ive clauses beginning with who, which, v	vhere, why,			
whose, th	at or with an implied (i.e. omitted) relati	ve pronoun			
 Learning the 	e grammar for years 5 and 6 in English Ap	pendix 2			
 Indicate grammatical and other features by: 					
 Using commas to clarify meaning or avoid ambiguity in writing 					
 Using brackets, dashes or commas to indicate parenthesis 					
 Use and understand the grammatical terminology in Appendix 					
	ppropriately in discussing writing and rea				

Year 6

Word	Sentence	Text	Punctuation	Terminolog y for pupils			
The difference between	Use of the passive voice to affect the	Linking ideas across paragraphs	Use of the semi-colon, colon and dash	Subject,			
vocabulary typical of	presentation of information in a sentence	using a wider range of cohesive	to mark the boundary between	object			
informal speech and	[for example, I broke the window in the	devices: repetition of a word or	independent clauses [for example, It's	active,			
vocabulary appropriate for	green house versus The window in the	phrase, grammatical connections	raining; I'm fed up]	passive			
formal speech and writing	greenhouse was broken(by me)]	[for example, the use of		synonym,			
[for example, find out –		adverbials such as on the other	Use of a colon to introduce a list	antonym			
discover; ask for – request;	The difference between structures typical	hand, in contrast, or as a		ellipsis			
go in – enter]	of informal speech and structures	consequence), and ellipsis	Punctuation of bullet points to list	hyphen			
	appropriate for formal speech and writing		information	colon			
How words are related by	[for example, the use of question tags e.g.	Layout devices [for example,		semi-colon			
meaning as synonyms and	He's your friend, isn't he? Or the use of the	headings, sub-headings,	How hyphens can be used to avoid	bullet			
antonyms [for example,	subjunctive forms such as If I were or	columns, bullets, or tables, to	ambiguity [for example man eating	points			
big, large, little]	Were they to come in some very formal	structure text]	shark versus man-eating shark, or				
	writing and speech]		recover versus re-cover]				
Vear 5-6 programme of study (statutory requirements) Writing – vocabulary, grammar and punctuation Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Learning the grammar for years 5 and 6 in English Appendix 2							
 ○ Indicate grammatical and other features by: ○ Using hyphens to avoid ambiguity 							
 Using semi-colons, colons or dashes to mark boundaries between independent clauses 							
○ Using a colon to introduce a list							
 Punctuating bullet points consistently 							
 Use and understand the grammatical terminology in Appendix 2 accurately and appropriately 							
in discussing writing and reading							

Quick reference of minimum expectations by year group

Year 1 Regular plural noun suffixes —s or —es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using and Separation of words with spaces Capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun	Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession
Year 2 Formation of nouns using suffixes—ness, -er Formation of adjectives using suffixes—ful, -less Use the suffixes—er and -est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings	Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. dis-, de-, mis-, over-, and re-) Relative clauses beginning with who, which, where, why, whose, that, or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 3 Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. when, so, before, after, while, because) Adverbs (e.g. then, next, soon, therefore) Prepositions (e.g. before, after, during, in because of) The introduction of the present perfect form of verbs instead of the simple pasr Introduction to inverted commas to punctuate direct speech	Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity