



## Grammar and Punctuation Knowledge and Skills Progression Map

### Our Vision

We want all of our community to have equal opportunities to experience life in all its fulness (John 10: 10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1Corinthians 13).

### Our Intent

Our curriculum has been carefully designed for all children to reach their potential both academically and personally. Our values underpin all that we do.



Respect



Inclusion



Wisdom

*“To be the best we can be so that  
we may live life in all its fullness.”*

Friendship



Honesty



Courage



Skills	EYFS	Year 1	Year 2
Grammar		<p>Use spaces to separate words</p> <p>Begin to use full stops to demarcate sentences</p> <p>Use a capital letter for the personal pronoun 'I'</p> <p>Know how words can be combined to make a sentence</p> <p>Identify sentences in a text and recognise that a line of writing is not the same as a sentence</p> <p>Identify sentences in a text and how they are demarcated by a capital letter and full stop</p> <p>Begin to punctuate sentences using a question mark or exclamation mark</p> <p>Join words and join clauses using and/then</p> <p>Know what a noun is</p> <p>Use regular plural nouns suffixes –s or –es (e.g., dog, dogs; wish, wishes),</p> <p>Sequence sentences to form short narratives</p> <p>Use a capital letter to begin a sentence, for names of people, places and the days of the week</p> <p>Recognise other common uses of capital letters, e.g. personal titles (Mr. Mrs), headings, book titles, emphasis, and use these in writing</p> <p>Know what a verb is</p> <p>Add the suffixes –ing, -ed, and –er –est to verbs where no change is needed to the root word</p> <p>Use simple past tense consistently – ‘ed’</p> <p>Know what an adjective is and use simple adjectives to describe nouns e.g., angry witch</p> <p>Add ‘er’ and ‘est’ to adjectives where no change is needed to root word e.g., smaller smallest</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind: untie the boat)</p> <p>Use the grammatical terminology (statutory) for Year 1 correctly: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Use spaces that reflect the size of the letters</p> <p>Reinforce use a capital letter to begin a sentence, for names of people, places, the days of the week and personal pronoun 'I'</p> <p>Revise knowledge about other uses of capitalisation, e.g. for headings, titles, emphasis, and use in own writing</p> <ul style="list-style-type: none"> <li>• Use capital letters and full stops correctly &amp; continue to develop use of question marks and exclamation marks to demarcate sentences</li> <li>• Revise regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes]</li> <li>• Develop use of co-ordination (or, and, but) in compound sentences</li> <li>• Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Consolidate correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Understand of how the prefix un– changes the meaning of verbs &amp; adjectives</li> <li>• Find examples of words and phrases that link sentences, e.g. then, next, before, after a while, and use these to structure a sequence of events</li> <li>• Use expanded noun phrases for description and specification (e.g. the blue butterfly)</li> <li>• Revise use of apostrophes to mark where letters are missing</li> <li>• Identify/use a range of prepositions e.g. under, across</li> <li>• Identify speech marks in reading and understand purpose</li> <li>• Form nouns using suffixes such as –ness, -er, -ment and by compounding (e.g. superman; whiteboard)</li> <li>• Match verbs to nouns/pronouns correctly e.g. I am; The children are</li> <li>• Use standard forms of verbs in speaking and writing, e.g. catch/ caught, go/went</li> <li>• Form adjectives using suffixes e.g. –ful, –less</li> <li>• Use commas to separate items in a list</li> <li>• Introduce paragraphs as a way to group related material</li> <li>• Use apostrophes to mark singular possession in nouns (for example, the girl's name)</li> <li>• Use when, if, that, because for subordination</li> <li>• Ensure grammatical agreement, marching verbs to nouns/ pronoun</li> <li>• Use of the suffixes –er and –est in adjectives</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting)</li> <li>• Use a variety of connectives to join two sentences</li> <li>• Turn statements into questions, using what, when, who and where and adding question mark</li> <li>• Use of –ly in Standard English to turn adjectives into adverbs</li> <li>• Use the grammatical terminology (statutory) for Year 2 correctly: noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</li> </ul>

Year 3	Year 4	Year 5	Year 6
<p><b>Consolidate from KS1:</b></p> <ul style="list-style-type: none"> <li>Demarcating sentences accurately using capital letters, full stops, questions marks and exclamation marks</li> <li>Commas to separate items in a list</li> <li>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because)</li> <li>Introduce/consolidate use of paragraphs as a way to group related material</li> <li>Introduce inverted commas to punctuate direct speech</li> <li>Use capital letters to mark the start of direct speech</li> <li>Extend the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although, while, which</li> <li>Begin to use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Understand the 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 orange)</li> <li>Express time, place and cause using adverbs (for example, then, next, soon, therefore)</li> <li>Collect and classify adjectives, e.g. for colours, sizes, moods</li> <li>Understand the need for grammatical agreement in speech and writing of pronouns and verbs, e.g. I am, we are, in standard English</li> <li>Investigate the use of commas in marking grammatical boundaries within sentences</li> <li>Investigate and use a range of prepositions</li> <li>Investigate word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Transform sentences from singular to plural and vice versa, noting which words have to change and which do not</li> </ul>	<ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Investigate and make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Correct use of past and present tenses</li> <li>Use of paragraphs to organise ideas around a theme</li> <li>Use the term comma appropriately and understand the function of commas in sentences</li> <li>Consolidate use of conjunctions to express time, place and cause (for example, when, before, after, while, so, because)</li> <li>Introduce fronted adverbials (for example, Later that day, I heard the bad news.)</li> <li>Introduce use of commas after fronted adverbials (e.g. As the clock struck midnight, the wolves howled)</li> <li>Investigate and understand the grammatical difference between plural and possessive –s</li> <li>Use of apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>Continue to extend the range of sentences with more than one clause by using a wider range of connectives e.g. while, if, because, although, which</li> <li>Distinguish personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers</li> <li>Consolidate use of prepositions to express time, place and cause (for example, before, after, during, in, because of)</li> <li>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Understand and use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</li> </ul>	<ul style="list-style-type: none"> <li>Change tense according to features of the genre</li> <li>Know what an adverbial phrase is</li> <li>Use commas after fronted adverbials</li> <li>Convert nouns into verbs using suffixes (for example, –ate; –ise; –ify)</li> <li>Investigate clauses and consolidate understanding of clauses</li> <li>Identify main clause in a long sentence</li> <li>Investigate sentences which contain more than one clause</li> <li>Investigate use of verb prefixes (for example, dis–, de–, mis–, over– and re–)</li> <li>Convert adjectives into verbs using suffixes (for example, –ate; –ise; –ify)</li> <li>Investigate and use relative clauses beginning with who, which, where, when, whose, that, or an implied (i.e. omitted) relative pronoun</li> <li>Indicate degrees of possibility using adverbs (for example, perhaps, surely)</li> <li>Investigate devices to build cohesion within a paragraph (for example, then, after that, this)</li> <li>Understand how clauses are connected (e.g. by combining three short sentences into one)</li> <li>Understanding and use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</li> <li>Indicate degrees of possibility using modal verbs (for example, might, should, will, must)</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Understand and use commas to clarify meaning or avoid ambiguity</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Investigate words are related, by meaning, as synonyms and antonyms (for example, big, large, little)</li> <li>Consolidate understanding and use of devices to build cohesion within a paragraph (e.g., then, after that, first)</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Consolidate use of modal verbs</li> <li>Convert adjectives in verbs using suffixes: ate, is</li> <li>Convert nouns into verbs using suffixes (for example, –ate; –ise; –ify)</li> <li>Investigate clauses and consolidate understanding of clauses</li> <li>Identify the main clause in a long sentence</li> <li>Investigate sentences which contain more than one clause</li> <li>Investigate use of verb prefixes (for example, dis–, de–, mis–, over– and re–)</li> <li>Convert adjectives into verbs using suffixes (for example, –ate; –ise; –ify)</li> <li>Investigate and use relative clauses beginning with who, which, where, when, whose, that, or an implied (i.e. omitted) relative pronoun</li> <li>Indicate degrees of possibility using adverbs (for example, perhaps, surely)</li> <li>Investigate devices to build cohesion within a paragraph (for example, then, after that, this)</li> <li>Understand how clauses are connected (e.g. by combining three short sentences into one)</li> <li>Understanding and use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</li> <li>Indicate degrees of possibility using modal verbs (for example, might, should, will, must)</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Understand and use commas to clarify meaning or avoid ambiguity</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Investigate words are related, by meaning, as synonyms and antonyms (for example, big, large, little)</li> <li>Link ideas across paragraphs using number (for example, secondly)</li> <li>Consolidate understanding and use of devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</li> <li>Link ideas across paragraphs using tense choices (for example, he had seen her before)</li> </ul>

<ul style="list-style-type: none"> <li>Express time, place and cause using prepositions (for example, before, after, during, in, because of)</li> <li>Form nouns using a range of prefixes (for example super-, anti-, auto-)</li> <li>Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)</li> <li>Use past tense consistently for narration</li> <li>Continue to expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Use grammatical terminology (statutory) for Year3 correctly: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Reinforce use of Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</li> <li>Use the grammatical terminology (statutory) introduced during Year 4 correctly: determiner, pronoun, possessive pronoun, adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place and number. number (e.g. after that, to begin with, nearby, in the distance, secondly)</li> <li>Link ideas across paragraphs using tense choices (for example, he had seen her before)</li> <li>Investigate words are related, by meaning, as synonyms and antonyms (e.g., big, large, little)</li> <li>Use grammatical Terminology (statutory) introduced during Year 5 correctly: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using place (for example, nearby, in the distance)</li> <li>Investigate words are related, by meaning, as synonyms and antonyms (for example, big, large, little)</li> <li>Use grammatical Terminology (statutory) introduced during Year 5 correctly: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, synonym, antonym</li> <li>e, ify</li> <li>Use a wide range of connectives/conjunctions</li> <li>Change tense according to features of the genre</li> <li>Investigate words are related, by meaning, as synonyms and antonyms (for example, big, large, little)</li> <li>Understand and use the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</li> <li>Consolidate use of commas to clarify meaning or avoid ambiguity (from Year 5)</li> <li>Consolidate use of brackets, dashes or commas to indicate parenthesis (from Year 5)</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., use of adverbials such as, on the other hand, in contrast, as a consequence), and ellipsis</li> <li>Investigate the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come) in very formal writing and speech</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Use of the semi-colon to mark the boundary between independent clauses (for example, It's raining; I'm fed up)</li> <li>Punctuation of bullet points to list information</li> <li>Use of the colon and dash/hyphen to mark the boundary between independent clauses (for example, The vampire bat is a fascinating creature: it feeds by sucking blood from its victims)</li> <li>How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<ul style="list-style-type: none"> <li>Consolidate use of hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</li> <li>Understand and use layout devices (e.g., headings, sub-headings, columns, bullets, or tables, to structure text)</li> <li>Use the grammatical terminology (statutory) introduced during Year 6 correctly: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Punctuation</b>	<p>Write short sentences with words with known GPCs using a capital letter and full stop</p> <p>Use a capital letter for the personal pronoun 'I'</p>	<p>Use spaces to separate words</p> <ul style="list-style-type: none"> <li>Begin to use full stops to demarcate sentences</li> <li>Use capital letter to begin a sentence</li> <li>Use a capital letter for the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Use spaces that reflect the size of the letters.</li> <li>Use full stops correctly. Use question marks correctly.</li> <li>Use exclamation marks correctly.</li> <li>Use capital letters correctly.</li> <li>Apostrophes for contractions.</li> <li>Possessive apostrophes for singular nouns.</li> <li>Commas to separate items in lists</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate from KS1 demarcating sentences accurately using capital letters, full stops, question marks and exclamation marks</li> <li>Consolidate from KS1 use of commas to separate items in a list</li> <li>Introduce inverted commas to punctuate direct speech</li> <li>Use inverted commas to punctuate direct speech</li> <li>Use capital letters to mark the start of direct speech</li> <li>Introduce possessive apostrophes for plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophe to mark singular and plural possession</li> <li>Use commas after fronted adverbials</li> <li>Use inverted commas and other punctuation correctly to indicate direct speech</li> <li>Use capital letters to mark the start of direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate all previous learning</li> <li>Brackets</li> <li>Dashes</li> <li>Colons</li> <li>Semi colon</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of punctuation throughout the writing including <ul style="list-style-type: none"> <li>Brackets</li> <li>Dashes</li> <li>Colons</li> <li>Semi colon</li> </ul> </li> </ul>
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------