

Vocab, Grammar and Punctuation Whole School Progression Grid 2020-21

(adapted from the Durham Progression Grids)

<u>Year Groups</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3 / 4</u>	<u>Year 5 / 6</u>
<u>Vocab, Grammar and Punctuation</u>	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ leaving spaces between words ◊ joining words and joining clauses using and ◊ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ◊ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ◊ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ 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) • learning how to use: ◊ sentences with different forms: statement, question, exclamation, command ◊ expanded noun phrases to describe and specify, e.g. the blue butterfly ◊ the present and past tenses correctly and consistently including the progressive form	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 to mark relationships of time and cause ◊ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ◊ using conjunctions, adverbs and prepositions to express time and cause ◊ using fronted adverbials ◊ learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by:	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 the perfect form of verbs to mark relationships of time and cause ◊ using expanded noun phrases to convey complicated information concisely

		-subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ◇ the grammar for year 2 in English Appendix 2 ◇ some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing	◇ using commas after fronted adverbials ◇ indicating possession by using the possessive apostrophe with 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	◇ using modal verbs or adverbs to indicate degrees of possibility ◇ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ◇ learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: ◇ using commas to clarify meaning or avoid ambiguity in writing ◇ using hyphens to avoid ambiguity ◇ using brackets, dashes or commas to indicate parenthesis ◇ using semi-colons, colons or dashes to mark boundaries between main clauses ◇ using a colon to introduce a list ◇ punctuating bullet points
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				consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discus
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<u>Year Groups</u>	<u>Word Structure</u>	<u>Sentence Structure</u>	<u>Text Structure</u>	<u>Punctuation</u>	<u>Terminology</u>
<u>Year 1</u>	Content to be introduced: • regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • suffixes that can be added to verbs (e.g. helping, helped,	Content to be introduced: • how words can combine to make sentences • joining words and joining clauses using and	Content to be introduced: • sequencing sentences to form short narratives	Content to be introduced: • separation of words with spaces • introduction to the use of capital letters, full stops,	Terminology to be introduced: • word • sentence

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	helper) • how the prefix unchanges the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)			question marks and exclamation marks to demarcate sentences • capital letters for names of people, places, days of the week and for the personal pronoun I	• letter • capital letter • full stop • punctuation • singular • plural • question mark • exclamation mark
<u>Year 2</u>	Content to be introduced: • formation of nouns using suffixes such as -ness, -er • compound nouns • formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix) • use of the suffixes -er and -est to form comparisons of adjectives and adverbs • the use of -ly to turn adjectives into adverbs	Content to be introduced: • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Content to be introduced: • the consistent use of present tense versus past tense throughout texts • use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Content to be introduced: • capital letters, full stops, question marks and exclamation marks to demarcate sentences • commas to separate items in a list • apostrophes to mark contracted forms in spelling • apostrophes to mark singular possessions in nouns	Terminology to be introduced: • verb • tense (past, present) • adjective • noun • noun phrase • adverb • statement • question

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					• exclamation • command • apostrophe • comma • compound • suffix
<u>Year 3</u>	Content to be introduced: • formation of nouns using a range of prefixes, such as 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	Content to be introduced: • expressing time, place and cause using: ◊ conjunctions (e.g. when, before, after, while, so, because) ◊ adverbs (e.g. then, next, soon, therefore) ◊ or prepositions (e.g. before, after, during, in, because of)	Content to be introduced: • introduction to paragraphs as a way to group related material • headings and sub-headings to aid presentation • use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)	Content to be introduced: • introduction to inverted commas to punctuate direct speech	Terminology to be introduced: • word family • conjunction • adverb • preposition • direct speech • inverted commas (or speech marks) • prefix • consonant • vowel

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					• clause • subordinate clause
<u>Year 4</u>	Content to be introduced: • 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)	Content to be introduced: • fronted adverbials • use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) • 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)	Content to be introduced: • use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Content to be introduced: • use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!") • apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)	Terminology to be introduced: • pronoun • possessive pronoun • adverbial • determiner
<u>Year 5</u>	Content to be introduced: • converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) • verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Content to be introduced: • relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • indicating degrees of possibility using modal verbs (e.g. might, should, will, must) • indicating degrees of possibility using adverbs (e.g. perhaps, surely)	Content to be introduced: • 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)	Content to be introduced: • brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity	Terminology to be introduced: • relative clause • modal verb • relative pronoun • parenthesis • bracket

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					• dash • cohesion • ambiguity
<u>Year 6</u>	Content to be introduced: • the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter) • how words are related by meaning as synonyms and antonyms (e.g. big, large, little)	Content to be introduced: • use of 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)]. • 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. 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)	Content to be introduced: • linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis • layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Content to be introduced: • use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • use of the colon to introduce a list and use of semi-colons within lists • punctuation of bullet points to list information • how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	Terminology to be introduced: • active and passive voice • subject and object • hyphen • synonym • antonym • colon • semi-colon • bullet points • ellipsis