Vocabulary, grammar and punctuation – Progression Plan Years 1 – 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es [for example, 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 [negation, for example, unkind, or undoing: untie the boat]	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 on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	The grammatical difference between plural and possessive –s 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	The grammatical difference between plural and possessive –s 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	Converting nouns or adjectives into verbs using suffixes [for example, –ate; – ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	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].

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and coordination (using or, and, 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	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	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 [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, 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]	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)]. 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 If I were or Were they to come in some very formal writing and speech]

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | Introduction to paragraphs as a way to group related material

Headings and subheadings to aid presentation

Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with H | 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 | 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] | 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] |

All things are possible if you believe   Mark 9:23

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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	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]	Introduction to inverted commas to punctuate direct speech	Use of 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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, 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 [for example, man eating shark versus maneating shark, or recover versus recover]

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Vocabulary, grammar and punctuation – Progression Plan Years 1 – 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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