

# Hollyfast Primary School – Grammar and Punctuation Progression



ASPECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Word classes</b>	<ul style="list-style-type: none"> <li>Explain that conjunctions are joining words e.g. <i>and</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that nouns are naming words.</li> <li>Identify nouns in sentences.</li> <li>Explain that verbs are doing, being or having words.</li> <li>Identify verbs in sentences.</li> <li>Explain that adjectives describe nouns.</li> <li>Identify adjectives in sentences.</li> <li>Explain that adverbs tell when or how e.g. <i>first, next, finally, quickly, suddenly</i>.</li> <li>Identify conjunctions in sentences e.g. <i>and, but, or, because, when, if</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common nouns and proper nouns.</li> <li>Explain that conjunctions join clauses together.</li> <li>Explain that there are two types of conjunctions – coordinating conjunctions e.g. <i>and, but, and</i> subordinating conjunctions e.g. <i>while, because, when</i>.</li> <li>Explain that prepositions are words that tell you where or when something is in relation to something else e.g. <i>in, on, under, before, after</i>.</li> <li>Identify prepositions in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that a determiner specifies a noun and goes before a noun or begins a noun phrase.</li> <li>Identify determiners in sentences e.g. <i>those, three, a, the, many</i>.</li> <li>Explain that a pronoun replaces a noun in a sentence.</li> <li>Identify pronouns in sentences <i>he, she, it, their</i>.</li> <li>Identify possessive pronouns e.g. <i>mine, yours, hers</i>.</li> <li>Explain that adverbs tell when, how or where e.g. <i>outside, everywhere</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that a modal verb is used to express a degree of possibility.</li> <li>Identify modal verbs e.g. <i>would, might, can</i>.</li> <li>Explain that a relative pronoun begins a relative clause.</li> <li>Identify relative pronouns in sentences e.g. <i>who, that, where, which</i>.</li> <li>Explain that adverbs tell when, how, where or possibility e.g. <i>surely, perhaps</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that synonyms are words with a similar meaning.</li> <li>Explain that antonyms are words with an opposite meaning.</li> <li>Explain that words can be used as a preposition and a conjunction e.g. <i>before, after, until</i>.</li> <li>Explain that words can be used as both a noun and a verb e.g. <i>iron, match, slice</i>.</li> </ul>

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<p><b>Phrases</b></p>	<p>=</p>	<ul style="list-style-type: none"> <li>Use noun phrases e.g. <i>the dog, my coat, some children.</i></li> <li>Use expanded noun phrases for description and specification e.g. <i>the blue butterfly; a helpful man; some friendly kind children.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explain that a phrase is a group of words that does not contain a verb.</li> <li>Identify and use preposition phrases e.g. <i>in the corner; under the table; with brown hair.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of expanded noun phrases:             <ul style="list-style-type: none"> <li>Including adjectives e.g. <i>the old man.</i></li> <li>Including nouns e.g. <i>a football match.</i></li> <li>Including preposition phrases <i>the teacher in the classroom.</i></li> <li>Combining adjectives / nouns / preposition phrases <i>the strict maths teacher with curly hair.</i></li> </ul> </li> <li>Identify adverbial phrases within sentences e.g. <i>The cat moved quite quickly.</i></li> <li>Identify and use fronted adverbials for time, manner and place.</li> </ul>	<p>[see Writing Composition Progression]</p>	
<p><b>Sentence structure</b></p>	<ul style="list-style-type: none"> <li>Combine words to make a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions including <i>and, but, or,</i></li> </ul>	<ul style="list-style-type: none"> <li>Explain that sentences are made up of clauses and</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinate clauses in a variety of positions in sentences e.g. at the start, embedded within.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the subject and object in a sentence.</li> </ul>

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	<ul style="list-style-type: none"> <li>Join words using <i>and</i>.</li> <li>Use the conjunction <i>and</i> to join sentences which are linked.</li> <li>Begin to use 1<sup>st</sup> or 3<sup>rd</sup> person consistently.</li> </ul>	<p><i>because, when, if</i> to join sentences.</p> <ul style="list-style-type: none"> <li>Identify and use statements, questions, exclamations and commands.</li> <li>Use consistent 1<sup>st</sup> or 3<sup>rd</sup> person.</li> </ul>	<p>can be single-clause or multi-clause.</p> <ul style="list-style-type: none"> <li>Explain that clauses can be main clauses or subordinate clauses.</li> <li>Know that a subordinate clause begins with a subordinating conjunction.</li> <li>Know that a subordinate clause does not make a complete sentence on its own.</li> <li>Use conjunctions in multi-clause sentences to show time – <i>when, before, after, while</i> - and cause – <i>so, because</i>.</li> <li>Use prepositions for time e.g. <i>before, after</i> and place e.g. <i>in, under</i>.</li> </ul>	<p>clause (multi-clause sentences) by using a wider range of conjunctions – <i>although, since, as, until</i>.</p> <ul style="list-style-type: none"> <li>Use subordinate clauses at the start of sentences.</li> <li>Vary the position of the reporting clause in direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>.</li> <li>Indicate degrees of possibility using adverbs e.g. <i>perhaps, maybe</i> or modal verbs e.g. <i>might, could</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that active voice is where the subject performs the action on the object e.g. <i>The teacher marked the books</i>.</li> <li>Explain that passive voice is where the subject has the action performed on them by the object e.g. <i>The books were marked by the teacher</i>.</li> <li>Identify and use active and passive voice in sentences.</li> <li>Identify formal and informal sentences.</li> </ul>
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<b>Verb tenses / Verb forms</b>	<ul style="list-style-type: none"> <li>Use simple past tense and simple present tense consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that verbs show whether a sentence is in the past tense or present tense.</li> <li>Make the correct choice to use past or present tense.</li> <li>Use the progressive form of verbs in the present and past tense to show an action in progress e.g. <i>Jane is walking; Jim was thinking</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use simple and progressive past tense verb forms in sentences.</li> <li>Identify and use simple and progressive present tense verb forms in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past.</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Identify use of the subjunctive form e.g. <i>If I were</i> or <i>Were they</i>.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Separate words with spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences with</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use apostrophes to</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other</li> </ul>	<ul style="list-style-type: none"> <li>Indicate parenthesis using brackets, dashes or commas.</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colons, colons and dashes to mark the boundary between independent clauses.</li> </ul>

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	<ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and full stops.</li> <li>Begin to use question marks and exclamation marks to demarcate sentences.</li> <li>Use capital letters for names of people, places, days and months.</li> <li>Use a capital letter for the personal pronoun <i>I</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use question marks and exclamation marks when required.</li> <li>Use commas to separate items in a list.</li> <li>Begin to identify and use apostrophes to mark where letters are missing (contractions).</li> <li>Begin to identify and use apostrophes to show singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>mark where letters are missing (contractions).</li> <li>Identify and use apostrophes to show singular possession.</li> <li>Use inverted commas to punctuate direct speech with the reporting clause at the end.</li> </ul>	<ul style="list-style-type: none"> <li>punctuation to indicate direct speech.</li> <li>Explain the grammatical difference between plural -s and possessive -s.</li> <li>Begin to use apostrophes to mark plural possession e.g. <i>the girls' jumpers; the children's lunches</i>.</li> <li>Use commas after fronted adverbials.</li> <li>Use a comma to demarcate sentences starting with a subordinate clause.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect of commas on the meaning of sentences.</li> <li>Use commas to clarify meaning.</li> <li>Use commas to mark clauses in sentences.</li> <li>Use apostrophes to mark plural possession e.g. <i>the girls' jumpers; the children's lunches</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use colons to introduce a list.</li> <li>Use semi-colons within lists</li> <li>Punctuate bullet points accurately.</li> <li>Use hyphens to avoid ambiguity e.g. <i>recover, re-cover</i>.</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>conjunction</li> <li>sentence</li> <li>1<sup>st</sup> person / 3<sup>rd</sup> person</li> <li>tense</li> <li>past tense</li> <li>present tense</li> <li>punctuation</li> <li>question mark</li> <li>exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>noun</li> <li>verb</li> <li>adjective</li> <li>adverb</li> <li>noun phrase</li> <li>expanded noun phrase</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> </ul>	<ul style="list-style-type: none"> <li>common noun</li> <li>proper noun</li> <li>subordinating conjunction</li> <li>coordinating conjunction</li> <li>preposition</li> <li>preposition phrase</li> <li>clause</li> </ul>	<ul style="list-style-type: none"> <li>determiner</li> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>fronted adverbial</li> <li>present perfect plural</li> <li>possession</li> </ul>	<ul style="list-style-type: none"> <li>modal verb</li> <li>relative pronoun</li> <li>relative clause</li> <li>past perfect</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> </ul>	<ul style="list-style-type: none"> <li>synonym</li> <li>antonym</li> <li>subject</li> <li>object</li> <li>active voice</li> <li>passive voice</li> <li>formal</li> <li>informal</li> <li>subjunctive</li> <li>semi-colon</li> <li>colon</li> </ul>

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		<ul style="list-style-type: none"><li>▪ past progressive</li><li>▪ present progressive</li><li>▪ comma</li><li>▪ apostrophe</li><li>▪ contraction</li><li>▪ possession</li></ul>	<ul style="list-style-type: none"><li>▪ single-clause sentence</li><li>▪ multi-clause sentence</li><li>▪ main clause</li><li>▪ subordinate clause</li><li>▪ inverted commas</li><li>▪ direct speech</li><li>▪ reporting clause</li></ul>			<ul style="list-style-type: none"><li>▪ bullet points</li><li>▪ hyphen</li></ul>
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