



Grammar, Punctuation and Sentence Construction Skills Progression

Subject area: English

	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Vocabulary	<ul style="list-style-type: none"> - Use simple adjectives to describe nouns; colour, size, emotion. - Singular and plurals: regular plural suffixes: dog, dogs, fox, foxes. - Add suffixes to verbs where no change is needed in the spelling of root words; help, helper, helping, helped - Use prefix un- to change the meaning (negation) of verbs and adjectives: untie, unkind 	<ul style="list-style-type: none"> - Use a greater range of adjectives: beautiful, fierce, miserable. - Understand noun, verb, adjective and adverb. - Formation of nouns using suffixes such as -ness -er and creation of compound words: snowman, football. - Use suffixes -er -est in adjectives: long, longer, longest. - Use -ly to turn adjectives into adverbs: quick, quickly 	<ul style="list-style-type: none"> - Use adjectives and adverbs for description: gigantic, freezing, quietly, sadly. - Use simple similes: as tall as a tree. - Use alliteration: dangerous dragon, slimy slug - Formation of nouns using a range of prefixes; anti-auto- - Use of the forms a or an according to whether the next word starts with a consonant or a vowel; a cat, an octopus. 	<ul style="list-style-type: none"> - Word families based on common words, showing how words are related in form and meaning: solve, solution, solver, dissolve, insoluble. - Use synonyms and antonyms: happy- jolly, happy- unhappy - Use comparative and superlative adjectives: small smaller smallest good better best 	<ul style="list-style-type: none"> - Use of powerful adjectives/adverbs: outstandingly, tenderly, timidly, imaginatively, formidable, stern, comical - Use of powerful verbs: adore, create, demonstrate, prefer - Use of abstract nouns: happiness, honesty, comfort, peace, calm, truth, sadness - Use of a wide range of sophisticated connectives and openers.
Connectives	<ul style="list-style-type: none"> - Use and and but as connectives 	<ul style="list-style-type: none"> - Use but, then, so, because to join sentences. 	<ul style="list-style-type: none"> - Use a wider range of connectives: while, then, also, when, after, before, if, as well as, although, during, however, therefore. 	<ul style="list-style-type: none"> - Use more sophisticated connectives to make relationships between ideas and statements: <i>nevertheless, besides, even though</i> 	<ul style="list-style-type: none"> - Choosing and positioning sophisticated connectives to suit the purpose of the writing: <i>in addition to, contrary to, despite, eventually, owing to, as revealed by</i>
Openers	<ul style="list-style-type: none"> - Start sentences with The, My, I. 	<ul style="list-style-type: none"> - Use time connectives: first, next, then, after that, finally. - Use while, when, where 	<ul style="list-style-type: none"> - Use time connectives: eventually, just then, although, meanwhile - Use adjectives to open sentences: The golden sun..... - Use adverbs to open sentences: Suddenly, Angrily, Sadly... 	<ul style="list-style-type: none"> - Use a simile to start a sentence: Like a wailing cat, the ambulance screamed down the road. - Introduce 'edingly' starters: Frightened by the noise, Tom ran straight home, Hopping speedily towards the pool, the frog dived underneath the leaves. Carefully walking along the path, the boys chattered about the football match. 	<ul style="list-style-type: none"> - Use sophisticated strategies to open sentences. - Secure 'edingly' starters. - Use ISPACED openers: I - 'ing' word S – simile P – preposition A – adverb C – connective E – 'ed' word D – drop in a clause after a strong opening - Use a rhetorical question to hook in the reader

				<ul style="list-style-type: none"> - Use a clause in opposition: Although I had thought that..., I discovered - Use a clause of time or place: Before the audience left the presenter asked... 	
Punctuation	<ul style="list-style-type: none"> - Use capital letters and full stops, spaces. - Use capital letters for names and the personal pronoun I. 	<ul style="list-style-type: none"> - Use capital letters, full stops, exclamation and question marks, commas in a list. 	<ul style="list-style-type: none"> - Use capital letters, full stops, question marks, exclamation marks, and commas in a list. - Use speech bubbles. - Introduce inverted commas (or speech marks) to punctuate direct speech. - Use apostrophes for contractions; can't don't and to mark singular possession in nouns; the girl's name. - Introduce ellipsis 	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation for direct speech: The conductor shouted, "Sit down!" - Use apostrophes to mark plural possession: The girls' names. - Commas after fronted adverbials: Later that day, I heard the bad news. Begin to experiment with dashes, semi-colons, colons, ellipses 	<ul style="list-style-type: none"> - Introduce: <ul style="list-style-type: none"> o Rhetorical question o Dashes o Brackets/dashes/commas for parenthesis o Colons o Use of commas to clarify meaning or avoid ambiguity - Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and 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
Sentence construction	<ul style="list-style-type: none"> - Introduce simple sentences. - Say a sentence, write it, read it back to check it make sense. - Introduce compound sentences using and/but/ 	<ul style="list-style-type: none"> - Introduce types of sentence: statement, question, exclamation. - Compound sentences using and, but, so, then, because. - Embellished simple sentences: Red squirrels enjoy eating delicious nuts. - Consistent use of present tense or past tense. - Use the progressive form of verbs in the present and past tense to mark 	<ul style="list-style-type: none"> - Secure use of types of sentence: statement, question, exclamation, command. - Use of adverbs: Tom ran quickly down the hill. - Use repetition: he walked and walked and walked. - Introduce complex sentences: use of who (relative clause) There was a little old woman who lived in a cottage. - Use other subordinating connectives: <i>when, while,</i> 	<ul style="list-style-type: none"> - Use of the present perfect form of verbs instead of simple past tense: <i>He has gone out to play contrasted with He went out to play.</i> - Begin to develop complex sentences: Main and subordinate clauses with a range of subordinating connectives. - Use subordinate clauses at the beginning of a sentence, the middle 	<ul style="list-style-type: none"> - Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicate degrees of possibility using adverbs: perhaps, surely and modal verbs: might, should, will, must. - Use sophisticated sentences with a variety of starters/openers. - Use of the passive to affect the presentation of

		<p>actions in progress: she is running, he was shouting.</p>	<p><i>where, which, because, so that, if, to, until</i></p> <ul style="list-style-type: none"> - Use long and short sentences; long sentences add description or information; short sentences for emphasis. - Use expanded noun phrases: <i>so many people, plenty of food.</i> - Use list of three for description: <i>He wore old shoes, a dark cloak and a red hat.</i> - Introduce paragraphs as a way to group related material. - Use headings and subheadings to aid presentation. 	<p>of a sentence and at the end of a sentence.</p> <ul style="list-style-type: none"> - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases: <i>the teacher expanded to: the strict maths teacher with curly hair.</i> - Fronted adverbials: <u>Later that day</u>, I heard the bad news. - Sentence of 3 for action: <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> - Repetition to persuade e.g. Find us to find the fun. - Dialogue – verb + adverb: <i>“Hello,” she whispered, shyly.</i> 	<p>information in a sentence: <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i></p> <ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: <i>He’s your friend, isn’t he?</i> - Use of subjunctive forms such as If I were in some very formal writing and speech.
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