

The Blake CE Primary School Progression in Vocabulary, Grammar and Punctuation

Word Structure	Sentence Structure	Text Structure	Punctuation	Pupil Terminology
Regular plural noun suffixes - s or - es (e.g. Dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.	How words combine to make Sentences.	Sequencing sentences to form short narratives.	Separation of words with spaces.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question Mark.
Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg. helping, helped, helper).	Joining words and joining clauses using and.	Correct choice and consistent use of present and past tense throughout writing.	Introduction to capital letter, full stops, question marks and exclamation marks to demarcate sentences.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.
	Subordination (using when, if, that, or because) and co-ordination (using or, and or but).		Capital letters for names and for the personal pronoun.	
How the prefix un- changes the meaning of verbs and adjectives (eg. unkind or undoing, untie the boat).	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon.	Use of progressive form of adverbs in the present and past tense to mark actions (e.g. she is drumming, he was shouting).	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).
			Commas to separate items in a list.	
Formation of nouns using suffixes such as -ness, -er and by compounding (eg. whiteboard, superman).	How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Introduction to paragraphs as a way to group related material.	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) .	Determiner, pronoun, possessive pronoun, adverbial.
Formation of adjectives using suffixes such as -ful, -less (a fuller list of suffixes can be found in the spelling appendix) .	Use conjunctions to express time, place and cause (e.g. When, before, after, while, so because) adverbs (e.g.then, next, soon therefore) prepositions (e.g. Before, after, during, in, because, of).	Headings and sub-headings to aid presentation.	Introduction to inverted commas to punctuation direct speech.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (the strict maths teacher with the curly hair).	Use of present perfect forms of verbs instead of the simple past (he has gone out to play contrasted with He went out to play).	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within the inverted commas: the conductor shouted, "Sit down!").	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
Formation of nouns using a range of prefixes (e.g. super, anti-, auto-).	Fronted adverbials (e.g. <u>Later that day</u> , I heard the bad news.).	Use of paragraphs to organise ideas around a theme.	Apostrophes to mark plural possession (e.g. the girl's name, the girls' names).	
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).	Relative clauses beginning with who, which, where, when, that or an omitted relative pronoun.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use of commas after fronted adverbials.	

Word families based on common words, showing how words are related in form and meaning (eg. solve, solution, solver, dissolve, insoluble) .	Indicating degrees of possibility using adverbs (eg. perhaps, surely) or modal verbs (might should, will, must).	Devises to build cohesion within a paragraph (e.g. then, after that, this, firstly).	Brackets, dashes or commas to indicate parenthesis.		
The grammatical difference between plural and possessive –s.	Use of passive 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).).	Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices.	Use of commas to clarify meaning or avoid ambiguity.		
Standard English forms for verb inflections instead of local spoken (e.g. we were instead of we was, I did instead of I done).	The difference between structures of informal speech and structures appropriate for formal speech and writing (e.g. 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 in some formal writing.).	Linking ideas across paragraphs using a wider range of cohesive devices; repetition of word or phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis.	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 the list.		
Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).		Layout devices such as headings, sub-headings, columns, bullets or tables to organise work.	Punctuation of bullet points to list information.		
Verb Prefixes (dis-, de-, mis-, over- and re-)					
The difference between vocabulary typical of informal speech and vocab. Appropriate for formal speech and written work. (e.g. find out - discover, ask for - request, go in - enter).			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).	Year One	
How words are related by meaning as synonyms and antonyms (e.g. big, large, little).				Year Two	
	Year Three				
	Year Four				
	Year Five				
	Year Six				