



**HAMBLEDON PRIMARY SCHOOL**  
**Grammar and Punctuation Progression Document.**

	EYFS (30 – 50 mths to ELGs)	KS1		KS 2			
	Year R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>WORD</b>		<p>Regular <b>plural noun suffixes</b> <i>-s/ -es</i> (dog/ dogs or wish wishes)</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper)</p> <p>How the <b>prefix</b> <i>un-</i> changes the meaning of the <b>verbs</b> and <b>adjectives</b> (unkind/ untie)</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding (whiteboard/ superman)</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> (<i>-ful, -less</i>)</p> <p>Use the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> to turn <b>adjectives</b> into <b>adverbs</b>.</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> (<i>super-, anti-, auto-</i>)</p> <p>Use of forms <i>a or an</i> according to whether the <b>next word begins with a consonant</b> or a <b>vowel</b>.</p> <p><b>Word families</b> based on common words (<i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>The difference between <b>plural</b> and <b>possessive</b> <i>-s</i></p> <p>Standard English forms of <b>verb inflections</b> (<i>we were instead of we was, I did instead of I done</i>)</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (<i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (<i>dis-, de-, mis-, over-, re-</i>)</p>	<p>Formal vs informal</p> <p><b>Synonyms and antonyms.</b></p>

SENTENCE	Simple sentences which can be read by themselves and others	How <b>words</b> can combine to make <b>sentences</b> .  Joining words and clauses using <b>and</b> .	<b>Subordination</b> ( <i>using when, if, that, because</i> ) and <b>co ordination</b> ( <i>or, and, but</i> )  <b>Expanded noun phrases</b> for description and specification.  Grammar patterns for <b>statement, question, exclamation or command</b> .	Express time, place and cause using <b>conjunctions</b> ( <i>when, so, before, after, while, because</i> ) <b>adverbs</b> ( <i>then, soon, therefore</i> ) or <b>prepositions</b> ( <i>before, after, during, in, because of</i> )	<b>Noun phrases</b> expanded by the addition of <b>modifying adjectives, nouns and preposition phrases</b> ( <i>the teacher expanded to: the strict maths teacher with curly hair</i> )  <b>Fronted adverbials</b> .	<b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i> or an <i>omitted relative pronoun</i> .  Indicating degrees of possibility using <b>adverbs</b> ( <i>perhaps, surely</i> ) or <b>modal verbs</b> ( <i>might, should, will, must</i> )	Use of <b>passive voice</b> to affect information in a sentence ( <i>I broke the window in the green house VS the window in the greenhouse was broken.</i> )  Difference between <b>informal</b> speech and structures for <b>formal</b> speech (use of <b>question tags</b> : <i>He's your friend, isn't he?</i> Or the use of the <b>subjunctive forms</b> such as <i>If I were</i> or <i>Were they to come</i> in some formal writing.
TEXT		Sequencing <b>sentences</b> to form short narratives.	Correct choice and consistent use of <b>present tense and past tense</b> throughout.  Use the progressive form of verbs in the present and past tense ( <i>she is drumming, he was shouting</i> )	Introduction to <b>paragraphs</b> as a way of grouping related material.  <b>Headings and sub headings</b>  Use of <b>perfect form of verbs</b> ( <i>He has gone out to play contrasted with he went out to play</i> )	Use of <b>paragraphs</b> to organise ideas around a theme.  Appropriate choice of <b>pronoun or noun</b> across sentences to aid <b>cohesions</b> and <b>avoid repetition</b> .	Devices to build <b>cohesion within a paragraph</b> ( <i>then, after that, this, firstly</i> )  Linking ideas across the paragraphs using <b>adverbials of time</b> ( <i>later</i> ), <b>place</b> ( <i>nearby</i> ) and <b>number</b> ( <i>secondly</i> ) or <b>tense choices</b> ( <i>he had seen her before</i> )	Linking ideas across paragraphs using <b>cohesive devices</b> : <b>repetition</b> of words or phrases, grammatical connections (use of <b>adverbials</b> such as <i>on the other hand</i> or <i>as a consequence</i> ) or <b>ellipses</b> .  <b>Layout devices</b> ( <i>headings, sub headings, columns, bullet points, tables</i> )

PUNCTUATION	Start to use capital letters and full stops to demarcate sentences.	Separation of words with spaces. Introduction to <b>capital letters, full stops, question marks</b> to demarcate sentences.  Capital letters for names and for the personal <b>pronoun</b> .	Use of <b>capital letters, full stops, question marks and exclamation marks</b> .  Commas to separate items in a list.  <b>Apostrophes to mark omission and possession</b> .	Introduction of <b>inverted commas</b> to punctuate <b>direct speech</b> .	Use of <b>inverted commas</b> and relevant punctuation for <b>direct and reported speech</b> .	<b>Brackets, dashes or commas</b> to indicate <b>parenthesis</b> .  Use of <b>commas to clarify meaning or avoid ambiguity</b> .	Use of <b>semi colon, colon, dash</b> to mark boundary between <b>independent clauses</b> ( <i>It's raining; Im fed up.</i> )  Use of <b>colon</b> to introduce a list.  How <b>hyphens</b> can be used to <b>avoid ambiguity</b> (man eating shark VS man- eating shark)
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WORDS IN BOLD DEMARCATe THE VOCABULARY THAT SHOULD BE USED THROUGHOUT WITH THE CHILDREN AND SHOULD BE EVIDENT FROM THE RELEVANT CLASS MODEL SENTENCES.