



Laughton Junior & Infant School

Learning together, achieving together
Vocabulary, Punctuation and Grammar Skills Progression



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Sentence Construction and Sense						
<p>KS1 <i>Pupils should be taught to:</i></p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i> <i>Leaving spaces between words.</i></p> <p><i>Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</i></p> <p><i>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i></p> <p><i>Learning the grammar for year 1 in English Appendix 2.</i></p> <p><i>Use the grammatical terminology in English Appendix 2 in discussing their writing.</i></p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <p><i>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i></p> <p><i>Learn how to use:</i> <i>Sentences with different forms: statement, question, exclamation, command.</i></p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

<p><i>Expanded noun phrases to describe and specify [for example, the blue butterfly]</i></p> <p><i>The present and past tenses correctly and consistently including the progressive form.</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>The grammar for year 2 in English Appendix 2.</i></p> <p><i>Some features of written Standard English.</i></p> <p><i>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</i></p>							
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Use of Phrases and Clauses

<p>KS2 <i>Pupils should be taught to:</i></p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i> <i>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</i></p> <p><i>Using the present perfect form of verbs in contrast to the past tense.</i></p> <p><i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</i></p> <p><i>Using conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><i>Using fronted adverbials.</i></p> <p><i>Learning the grammar for years 3 and 4 in English Appendix 2.</i></p> <p><i>Indicate grammatical and other features by:</i> <i>Using commas after fronted adverbials.</i></p> <p><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></p> <p><i>Using and punctuating direct speech.</i></p>	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To begin to form simple compound sentences.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
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<p><i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</i></p> <p><i>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</i></p> <p><i>Using passive verbs to affect the presentation of information in a sentence.</i></p> <p><i>Using the perfect form of verbs to mark relationships of time and cause.</i></p> <p><i>Using expanded noun phrases to convey complicated information concisely.</i></p> <p><i>Using modal verbs or adverbs to indicate degrees of possibility.</i></p> <p><i>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</i></p> <p><i>Learning the grammar for years 5 and 6 in English Appendix 2.</i></p> <p><i>Using commas to clarify meaning or avoid ambiguity in writing.</i></p> <p><i>Using hyphens to avoid ambiguity.</i></p> <p><i>Using brackets, dashes or commas to indicate parenthesis.</i></p> <p><i>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</i></p> <p><i>Using a colon to introduce a list.</i></p> <p><i>Punctuating bullet points consistently.</i></p>							
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Punctuation

		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>- capital letters, full stops, question marks and exclamation marks;</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
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		To begin to use question marks and exclamation marks.	- commas to separate lists; apostrophe to mark singular possession and contractions.				
Use of Terminology							
	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.