



Knowledge and Skills – Progression Ladder

Subject: English (Grammar and Punctuation)							
Years: 1-6							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word Level		<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</li> <li>Formation of adjectives using suffixes such as –ful, –less.</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super–, anti–, auto–].</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s.</li> <li>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].</li> <li>Verb prefixes [for example, dis–, de–, mis–, over– and re–].</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>



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Sentence Level	<ul style="list-style-type: none"> <li>To begin to use more complex sentences to link thoughts when speaking e.g. using "and" and "because".</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using <i>and</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>Fronted adverbials [for example, Later that day, I heard the bad news.].</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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 come in some very formal writing and speech].</li> </ul>
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Text Level	<ul style="list-style-type: none"> <li>To use past, present and future forms accurately when they are talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material.</li> <li>Headings and sub-headings to aid presentation.</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</li> </ul>
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Punctuation Level		<ul style="list-style-type: none"> <li>• Separation of words with spaces.</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Commas to separate items in a list.</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"].</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names].</li> <li>• Use of commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis.</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>• Punctuation of bullet points to list information.</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</li> </ul>
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