St Benedict's Catholic Primary School Progress in Skills: English – Punctuation & Grammar

With Jesus, we learn, love and laugh

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Write **simple sentences** which can be read by themselves and others	**Sentence Structure** How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and.*	**Sentence Structure** **Subordination** (using when, if, that, because) and **co-ordination** (using *or, and,* or *but*). Expanded **noun phrases** for description and specification (e.g. the blue butterfly) **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	**Sentence Structure** Expressing time, place and cause using **conjunctions** (e.g. when, so, before, after, while, because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in, because).	**Sentence Structure** Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to: the strict maths teacher with curly hair). **Fronted adverbials** (e.g. Later that day, I heard a bad news).	**Sentence Structure** **Relative clauses** beginning with who, which, where, why, whose, that and omitted relative pronoun. Indicating a degree of possibility using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. might, should, will, must).	**Sentence Structure** Use o9f the **passive voice** to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your fiend, isn't he?, or the use of **subjunctive** forms such as *I were* or *Were they to come* in some very formal writing and speech).
		Text Structure Sequencing **sentences** to form short narratives	**Text Structure** Correct choice and consistent use of the **present tense** and **past tense** throughout writing. Use of the **progressive** form of **verbs** in the **present** and **past tense** to make actions in progress.	**Text Structure** Introduction to **paragraphs** as a way to group related material. **Headings & subheadings** to aid presentations Use of the **present perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*).	**Text Structure** **Use** paragraphs **to organise ideas around a theme.** Appropriate choice of **pronoun** and **noun** within and across **sentences**	**Text Structure** Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby), and tense choice (E.g. he had seen her before).	**Text Structure** Linking ideas across paragraphs using a wider range of **cohesive devices;** repetition of **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the otherhand, in contrast*) and **ellipsis.** **Layout devices** such as headings, subheadings, columns, bullets and tables to structure the text.

Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
Seperation of words with **spaces.** Introduction to **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. Capital letters for names and the **personal pronouns** *I*.	Use of **capital letters, full stops, question marks** and **exclamation marks** to demarcate sentences. **Commas** to separate items in a list. **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns.	Introduction to **inverted commas** to punctuate direct speech.	Use of **inverted commas** and other punctuation to indicate direct speech. **Apostrophes** to mark plural possession. Use of commas after **fronted adverbials.**	**Brackets, dashes** or **commas** to indicate parenthesis. Use of **commas** to clarify meaning or avoid ambiguity.	Use of **semi-colon, colon** and **dash** to mark the boundary between independent clauses. Use of the **colon** to introduce a list and use of **semi-colon** within lists. Punctuation of **bullet points** to list information. How **hyphens** can be used to avoid ambiguity.
Terminology Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark	**Terminology** Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past & present) Apostrophe, comma	**Terminology** Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or 'speech marks')	**Terminology** Determiner Pronoun, progressive pronoun Adverbial Expanded noun phrase	**Terminology** Modal verb, relative pronoun Relative clause Parenthesis, brackets, dash Cohesion, ambiguity	**Terminology** Subject, object Active, passive Synonym, antonym Ellipsis, hyphens, colons, semi-colons, bullet points