

# HEMLINGTON HALL ACADEMY



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## Progression in Grammar and Punctuation

## Reception and Year 1

### Grammar

- leave spaces between words when writing a sentence
- use capital letters for proper nouns (including people, places and days of the week)
- use a capital letter for the pronoun 'I'
- join sentences using the conjunction 'and'
- understand the meaning of 'noun', 'verb' and 'adjective'

### Punctuation

- punctuate sentences with a capital letter and a full stop
- punctuate sentences using a question mark and exclamation mark

### Key Vocabulary

letter	exclamation mark
sentence	noun
capital letter	verb
full stop	adjective
question mark	

## Year 2

### Grammar

- recognise different forms of sentence (statement, question, command, exclamation)
- use expanded noun phrases to add detail/specify
- use a range of conjunctions to join ideas (eg. and, but, so, because, if, when, that)
- use standard written English (verbally and in writing)
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun' and 'phrase'
- use correct tense in writing
- use progressive forms of verbs to show when an action is in progress (eg. 'She *is swimming*' or 'They *are going*') - accurate verb phrases

### Punctuation

- punctuate sentences with a capital letter and a full stop accurately
- punctuate sentences using a question mark and exclamation mark and commas in a list
- use an apostrophe for contraction (eg. he's, didn't they're)
- use an apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- use inverted commas to punctuate speech

### Key Vocabulary

all vocab from Y1 SoW	comma
apostrophe	inverted comma ( <b>NOT</b> speech mark)
conjunction	noun phrase
verb phrase	question
command	exclamation
statement	

## Year 3

### **Grammar**

- use conjunctions, adverbs and prepositions to express time, place and cause within a sentence
- use expanded noun phrases to describe and specify details
- use standard written English (verbally and in writing)
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun', 'phrase' and 'preposition'
- use fronted adverbials
- use a wider range of conjunctions (eg. also, before, after, even though)
- use present perfect form of verbs (ie. use of auxiliary verbs - He *has lived* there for many years... I *have been listening* all of the time)

### **Punctuation**

- punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophe for contraction and apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- increase accuracy of speech punctuation, including inverted commas, commas, question marks and exclamation marks
- use commas to add a subordinate clause within a sentence
- use a comma after a fronted adverbial

### **Key Vocabulary**

all vocab from Y2 SoW	names of punctuation marks
main clause	subordinate clause
fronted adverbial	tense (past and present)
preposition	direct speech

## Year 4

### **Grammar**

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition
- expand noun phrases using adjectives and prepositions
- identify and use compound and complex sentences
- use a wider range of conjunctions to link ideas (eg. whilst, although, however, in addition, due to)
- use reported speech
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun', 'phrase', 'preposition', 'clause', 'pronoun' and 'determiner'
- identify phrases and clauses within a sentence (including main clause and subordinate clause)

### **Punctuation**

- punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophe for contraction and apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- further increase accuracy of speech punctuation, including inverted commas, commas, question marks and exclamation marks
- use commas more accurately to add a fronted adverbial and subordinate clauses within a sentence

### **Key Vocabulary**

all vocab from Y3 SoW	determiner
pronoun	direct and reported speech
compound sentence	complex sentence

## Year 5

### **Grammar**

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition and ambiguity
- use a range of devices to build cohesion within a paragraph (including conjunctions, eg. in addition to, on the other hand, further to, and fronted adverbials)
- identify and use compound and complex sentences, including fronted adverbials (using the appropriate vocabulary of main clause and subordinate clause)
- use relative pronouns (eg. who, that, which) and relative clauses to specify details
- indicate degrees of possibility using adverbs and modal verbs
- use expanded noun phrases to convey complicated information concisely

### **Punctuation**

- punctuate sentences accurately with a wide range of punctuation marks
- use more specific and accurate speech punctuation
- use commas accurately to add a fronted adverbial and/or subordinate clause within a sentence
- use commas to clarify meaning and avoid ambiguity within a sentence (eg. parenthesis, subordinate clauses, relative clauses)
- use commas, brackets and dashes to indicate parenthesis
- use semi-colons to separate clauses within a compound sentence

### **Key Vocabulary**

all vocab from Y4 SoW	brackets
dash	parenthesis
semi-colon	ellipsis
modal verb	

## Year 6

### **Grammar**

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition and ambiguity
- use a range of devices to build cohesion within a paragraph (including conjunctions, eg. furthermore, including, for example, especially; fronted adverbials; and repetition of key words and phrases)
- identify and use compound and complex sentences with appropriate vocabulary
- use relative pronouns (eg. who, that, which) and relative clauses to specify details
- indicate degrees of possibility using adverbs and modal verbs
- use expanded noun phrases to convey complicated information concisely
- recognise degrees of formality in speech and in writing, including subjunctive forms (eg. to emphasise importance or urgency)
- use passive verbs to manipulate the presentation of information within a sentence
- use vocabulary associated with grammar and punctuation accurately and confidently

### **Punctuation**

- punctuate sentences accurately with a wide range of punctuation marks
- use commas accurately to add a fronted adverbial and/or subordinate clause within a sentence, clarifying information and avoiding ambiguity
- use commas, brackets and dashes to indicate parenthesis
- use semi-colons to separate clauses within a compound sentence
- use a colon to introduce a detailed list, followed by semi-colons to separate items
- use bullet points when appropriate to concisely list information
- use hyphens to avoid ambiguity (eg. a man eating shark/a man-eating shark)

### **Key Vocabulary**

all vocab from Y5 SoW	colon
hyphen	relative pronoun
active	passive