

St. Peter's C E Primary Academy

Inspiring Learning For Life

EYFS Spelling, Punctuation and Grammar Overview



Whole School Punctuation & Grammar Progression



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EYFS Spelling, Punctuation and Grammar Overview



Year Group	Word Structure	Sentence structure and Text structure	Punctuation	Fine motor skills	Vocabulary
EYFS	<p>Using phonic knowledge to write words in ways which match their spoken sounds</p> <p>Writing some irregular common words using phonic knowledge to write simple regular words</p> <p>Use phonic knowledge to make phonetically plausible attempts at more complex words</p> <p>Understand that letters are joined together to form words</p> <p>Recognise the first and last letter in a word</p> <p>Hear the smallest unit of sound in simple words (sound/phoneme)</p> <p>Recognise that two letters can be joined to make one sound</p> <p>Recognise that three letters can be joined to make one sound</p>	<p>Writing sentences which can be read by themselves and others</p> <p>Some words in their sentences are spelt correctly and others are phonetically plausible.</p> <p>Playing and experimenting with writing and watching others write (shared writing)</p> <p>Using opportunities for writing to communicate (e.g. through notes, reminders, lists, and access to and encouragement to use writing materials in meaningful situations)</p> <p>Writing sentences about what they know. For this reason, writing recounts about significant events is important</p> <p>Write their own names correctly</p> <p>Begin to form sentences, sometimes using punctuation</p> <p>When speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Extend their vocabulary, exploring the meaning and sounds of new words.</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories.</p>	<p>Begin to form sentences, sometimes using punctuation—full stops and capital letters</p> <p>Begin to recognise capital letters and full stops when reading</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>	<p>Letter, word, capital letter, full stop, punctuation, sentence, sound, phoneme</p>

Year 1 Spelling, Punctuation and Grammar Overview

Year Group	Word Structure	Sentence and text structure	Punctuation	Vocabulary
1	<p>Read, recognise and write digraphs, trigraphs and split digraphs</p> <p>Recognise that the same sound can be represented with different combinations of letters (<i>oy</i>, <i>oi</i>)</p> <p>Understand how suffixes and prefixes can be added to root words to change its meaning</p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog</i>, <i>dogs</i>; <i>wish</i>, <i>wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p> <p>Understand that words belong to a family and name nouns, adjectives, verbs and adverbs.</p> <p>Understand what a syllable is and how a word can be divided into syllables.</p> <p>Identify and name vowels in the alphabet</p> <p>Adverbs of manner (how) to describe a verb ending in ‘ly’</p> <p>Comparative and superlative adjectives adding ‘er’ and ‘est’ to regular adjectives</p> <p>Begin to explore the concept of synonyms</p>	<p>How words can combine to make sentences</p> <p>Use noun phrases: adjective + noun</p> <p>Joining words and joining sentences using <i>and</i>, <i>but</i></p> <p>Use determiners: <i>the</i>, <i>a</i>, <i>an</i>, <i>my</i>, <i>your</i>, <i>his</i>, <i>her</i></p> <p>Use prepositions: <i>up</i>, <i>down</i>, <i>in</i>, <i>into</i>, <i>out</i>, <i>to</i>, <i>onto</i>, <i>under</i>, <i>inside</i>, <i>outside</i>, <i>above</i></p> <p>First person (I and we) Second person (you) Third person (he/she)</p> <p>Write simple sentences correctly</p> <p>Understand that a sentence contains a clause</p> <p>Recognise that commas can be used in a list</p> <p>Beginning to use co-ordination (<i>or</i>, <i>and</i>, <i>but</i>) and use subordination (<i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>)</p> <p>Sequencing sentences to form short narratives using connectives</p> <p>Use connectives of sequence: first, second, then</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

Year 2 Spelling, Punctuation and Grammar Overview

Year Group	Word Structure	Sentence and text structure	Punctuation	Vocabulary
2	<p>Understand and use a range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Formation of nouns using suffixes (<i>-ness, -er, -ment, -ful, -less, -ly</i>)</p> <p>Formation of adjectives using suffixes (<i>-ful, -less</i>)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Classify nouns as common, proper, countable or non-countable</p> <p>Compound nouns: noun + noun (football) adjective + noun (whiteboard)</p> <p>Adding 'ly' to an adjective to make an adverb: <i>quick – quickly</i></p> <p>Form simple past tense by adding 'ed'</p> <p>Recognise that words are a homophone if they sound exactly the same when pronounced (<i>hear, here, some, sum</i>)</p> <p>Identify and name vowels and consonants in the alphabet</p> <p>Explore antonyms as a way of expressing opposite meanings (<i>hot and cold, light and heavy</i>)</p>	<p>Write simple accurate sentences</p> <p>Understand the terminology 'main clause' and 'phrase'</p> <p>Subordination (<i>using when, if, that, or because</i>) and co-ordination (<i>using or, and, or but</i>)</p> <p>Recognise that a compound sentence uses a coordinating conjunction to join two main clauses (introduce FANBOYS)</p> <p>Use connecting adverbs to link ideas in sentences and paragraphs.</p> <p>Use connecting adverbs to explain (<i>because, as</i>) and to order (<i>next, then, after</i>)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Use prepositional phrases: behind, above, along, before, between, after.</p> <p>Similes using 'like'</p> <p>Use determiners and generalisers</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>Understand that ideas can be linked within a sentence and that sentences can be linked to form paragraphs</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling and to show singular possessions in nouns.</p> <p>Consistent use of capital letters for proper nouns and the pronoun 'I'</p> <p>Put spoken words into inverted commas, starting with a capital letter.</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, inverted commas statement, question, exclamation, command, compound sentence, conjunction, adverb, co-ordination, subordination, progressive, clause, paragraphs</p>

Year 3 Spelling, Punctuation and Grammar Overview

Year Group	Word Structure	Sentence and text structure	Punctuation	Vocabulary
3	<p>Understand and use a range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Formation of nouns using a range of prefixes (<i>super-, anti-, auto-, under-</i>)</p> <p>Use of the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (<i>e.g. a rock, an open box</i>)</p> <p>Begin to understand the concept of 'word families' based on common words: <i>fear, feared, fearful, fears, fearfully</i></p> <p>Recognise that words are a homonym if they look and sound exactly the same (<i>bark and bark, left and left</i>)</p> <p>Understand that words are synonyms if they have the same meaning, or similar <i>meaning (old and elderly, sprint and dash)</i></p> <p>Make the plural for nouns ending in "–ch", "–sh", "s", "z", or "x" by adding "es"</p> <p>Spell words with silent letters (<i>hours, know, tomb</i>)</p> <p>Identifying all the word classes of a simple sentence</p> <p>Revise common, proper, countable and non-countable nouns. Introduce abstract nouns.</p>	<p>The difference between a phrase and a clause</p> <p>Use conjunctions to link ideas within a sentence</p> <p>Expressing time and cause using conjunctions (<i>e.g. when, so, before, after, while, because</i>), adverbs (<i>e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</i>)</p> <p>Use powerful verbs and exaggerated language. Use specific/technical vocabulary to add detail.</p> <p>Prepositions: next to, by the side of, in front of, during, though, throughout, because of</p> <p>Verbs: - present perfect: "has/have" + past participle - use irregular simple past-tense verbs (awake-awoke) - past perfect: "had" + past participle</p> <p>Compound sentences with coordinating conjunctions: and, but, or, so, for, nor, yet</p> <p>Use a wide range of subordinating conjunctions to extend ideas (<i>after, although, as, before, even if, even though, so that, that, though, unless</i>)</p> <p>Understand when to punctuate a connecting adverb linking ideas in two or more sentences (<i>The school bus arrived early. Therefore, I climbed aboard</i>)</p> <p>Use a range of connecting adverbs to order and link paragraphs (<i>secondly, meanwhile, finally</i>) to explain (<i>as, when, since</i>) and to suggest an alternative (<i>but, on the other hand</i>)</p> <p>Pronouns – possessive adjectives: <i>my, your, his, hers, its, ours, their</i></p> <p>Quantifiers: enough, less, few, lots of, none of, both, each, every, a few, neither, either, several</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (<i>e.g. I have written it down so we can check what he said.</i>)</p> <p>Pattern of three for persuasion: "Fun. Exciting. Adventurous!"</p>	<p>Accurately use capital letters, full stops, question marks, and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate direct speech</p> <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "–ly"</p> <p>Use a comma to separate items in a list</p> <p>Use apostrophes to mark contracted forms in spelling and to show singular possessions in nouns</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause, noun, verb, adjective, perfect present tense, past tense, article, punctuate, apostrophe, silent letter</p>

Year 4 Spelling, Punctuation and Grammar Overview

Year Group	Word Structure	Sentence and text structure	Punctuation	Vocabulary
4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Recognise and use common homophones and homonyms</p> <p>Understand and use a wider range of suffixes and prefixes that are added to root words to change its meaning</p> <p>Select and use appropriate synonyms in their writing</p> <p>Use antonyms as a way of expressing opposite meaning</p> <p>Begin to explore how a root word can be an antonym of itself with the addition of a prefix (agree become disagree, zip becomes unzip)</p> <p>Plural nouns of words ending in "o": "s", "es" or either. Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es"</p> <p>Plurals for nouns</p> <p>Compound nouns using hyphens</p> <p>Prefixes to give the antonym: "im-", "in-", "ir", "il-"</p> <p>Adjectives ending in "-ed"</p> <p>Verbs ending in "y": changing</p> <p>Revise word class</p>	<p>Write simple, compound and complex sentences correctly</p> <p>Understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses. Use subordinating conjunctions accurately in complex sentences (<i>although, as, before, even if, even though, so that, that, though, unless</i>)</p> <p>Understand the difference between main clause, subordinate clause and phrase</p> <p>Write accurate compound sentences using a co-ordinating conjunction to join two main clauses</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Use a range of fronted adverbials (e.g. Later that day, I heard the bad news) and connecting adverbs punctuating them accurately</p> <p>Prepositional phrases starting with an adjective and ending "-ed"</p> <p>Use connecting adverbs or propositions to link sentences and paragraphs</p> <p>Starting a sentence with "-ing"</p> <p>Expanded noun phrases by adding adjectives, nouns and prepositional phrases</p> <p>Understand where possessive pronouns are necessary (yours, mine, theirs, ours, hers, his, its)</p> <p>Specific determiners: theirs, whose, this, that, these, those, which</p> <p>Use the present perfect form of verbs to mark the relationship of time and cause (Derek has worked as a teacher for 29 years. I have been struck by lightning)</p> <p>Use modal verbs (should, could, would)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Repetition to persuade: Fun for now, fun for life</p> <p>A sentence that gives three actions</p> <p>Sustained use of the correct tense throughout writing</p>	<p>Consistently use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial, sentence, compound, complex, simple, determiner, plural, pronoun, fronted adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction, verb inflection, noun, noun phrase, apostrophe, comma, inverted comma, exclamation mark, question mark, present perfect, connecting adverbs, paragraph, proposition</p>

Year 5 Spelling, Punctuation and Grammar Overview

Year Group	Word Structure	Sentence structure and text structure	Punctuation	Vocabulary
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Add a range of verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>) to root words and explore their meanings</p> <p>Use standard English forms for verb inflections instead of local spoken forms</p> <p>Ensure subject verb agreement in sentences (she talks very quietly; they talk very quietly)</p> <p>Demonstrate a secure understanding of the rules for adding a variety of prefixes and suffixes</p> <p>Distinguish between common homophones</p>	<p>Write a variety of simple, compound and complex sentences correctly, using the correct punctuation</p> <p>Demonstrate a secure understanding that co-ordinating conjunctions are used in compound sentences and subordinating conjunctions are used in complex sentences</p> <p>Use a variety of noun phrases which are expanded with adjectives, nouns or prepositional phrases</p> <p>Use a relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p>Start with a complex sentence with a subordinate clause and use a comma to separate the subordinate clause.</p> <p>Confidently use conjunctions, adverbs or prepositions to link ideas within a sentence, link sentences and link paragraphs</p> <p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Use metaphors, onomatopoeia, and personification</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>To use future tense verbs: “will” + verb</p> <p>Ensure tense is used accurately throughout writing</p> <p>Continue to use the present perfect form of verbs to mark the relationship of time and cause</p>	<p>Accurately use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Secure use of apostrophes to mark contracted forms in spelling and to mark singular and plural possession</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Speech in inverted commas</p> <p>Colons for play scripts to start a list</p> <p>Use questions marks to show a rhetorical question</p> <p>Correctly punctuate connecting adverbs that link ideas in two or more sentences</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, sentence, compound, complex, simple, past tense, present tense, present perfect, fronted adverbial, subordinate conjunction, co-ordinating conjunction, verb, noun, noun phrase, adjective, adverb, homophone, apostrophe, question</p>

Year Group	Word Structure	Sentence and text structure	Punctuation	Vocabulary
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (<i>e.g. said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>Explore how words are related by meaning as synonyms and antonyms.</p> <p>Ensure subject verb agreement in sentences</p> <p>Convert nouns or adjectives into verbs by adding a suffix</p> <p>Collective nouns / Abstract nouns</p> <p>Pronouns: relative and possessive</p> <p>Modal verbs / Auxiliary verbs / imperative verbs</p> <p>Determiners and generalisers</p> <p>Distinguish between a range of homophones and use them appropriately in writing</p>	<p>Write a variety of simple, compound and complex sentences for effect</p> <p>Use of the passive voice to affect the presentation of information in a sentence (<i>e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (<i>e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>Use the <i>present perfect form</i> of verbs to mark the relationship of time and cause</p> <p>Use connecting adverbs to indicate a connection between two independent clauses in one sentence</p> <p>Punctuate connecting adverbs if they link ideas in two or more sentences and to show the relationship between ideas within an independent clause</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (<i>such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech</i>)</p> <p>Select vocabulary, grammar and punctuation to enhance effect and clarify meaning</p> <p>Consolidating compound sentences and coordinating conjunctions. Complex sentences and subordinating conjunctions. Combining complex and compound clauses to create a sentences</p> <p>Punctuate the subordinate clause or relative clause correctly, depending on the position of the clause</p> <p>Use of alliteration, similes, metaphors and personification for effect</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (<i>e.g. repetition of a word or phrase</i>), grammatical connections (<i>e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Use modal verbs and adverbs appropriately to show degrees of possibility</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Choose the appropriate register to suit the audience and purpose for writing</p>	<p>Precise use of capital letters, full stops, question marks and exclamation marks to demarcate sentence</p> <p>Secure use of apostrophes to mark contracted forms in spelling and to mark singular and plural possession</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (<i>e.g. It's raining; I'm fed up.</i>)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (<i>e.g. man eating shark versus man-eating shark, or recover versus re-cover</i>)</p> <p>Use a question mark to show a rhetorical question.</p> <p>Use ellipses to create suspense and to show missing words in a quote.</p> <p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas.</p> <p>Dashes to mark the boundary between clauses: <i>It's raining – I'm fed up</i></p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to separate items in a list, to mark fronted adverbials and to avoid ambiguity</p>	<p>sentence, compound, complex, simple, past tense, present tense, present perfect, fronted adverbial, subordinate clause, subordinating conjunction, co-ordinating conjunction, verb, noun, noun phrase, adjective, preposition, apostrophe, capital letter, full stop, exclamation mark, question mark, paragraph, comma, homophone, independent clause, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, direct speech, formal speech, informal speech, active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym, ellipsis, punctuation, headings, sub-headings, columns, tables, cohesive, subjunctive, passive</p>