

## SJS Punctuation and Grammar Progression

### Coverage from KS1

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary/Language Structure	Punctuation	Conjunctions
Aspects covered in KS1	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>	<p>Co-ordinating and, or, but</p> <p>Subordinating when, if, that, because</p>

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
1 and 2	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using 'and'</p> <p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</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>Sequencing sentences to form short narratives</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>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>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</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p> <p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

## Year 3 – Punctuation and Grammar Progression

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary/Language Structure	Punctuation	Conjunctions
<p><b>Aspects covered in Year 3</b></p> <p><b>Aspects covered in KSI</b></p>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions</p> <p>in</p> <p>vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>	<p>Co-ordinating</p> <p>and, or, but</p> <p>so</p> <p>Subordinating</p> <p>when, if, that,</p> <p>because</p> <p>before, after,</p> <p>while, although</p>

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<b>3</b>	<p>Form nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>).</p> <p>Create word families based on common words.</p>	<p>Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so, because, although</i>).</p> <p>Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>).</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use present and past tense correctly, including use of the present perfect instead of the simple past.</p>	<p>Introduction to inverted commas to punctuate direct speech.</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>
<p><b>Previous Learning to revisit</b></p> <p>Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).</p> <p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).</p> <p>Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p>					

## Year 4 – Punctuation and Grammar Progression

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary/Language Structure	Punctuation	Conjunctions
<p>Aspects covered in Year 4</p> <p>Aspects covered in KS1 / Year 3</p>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>	<p>Co-ordinating and, or, but so</p> <p>Subordinating when, if, that, because before, after, while, although as, since, whenever, unless, as soon as, once, until, wherever, whilst</p>

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
4	<p>The grammatical difference between plural and possessive -s.</p> <p>Use Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>).</p>	<p>Make appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases.</p> <p>Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).</p>	<p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p> <p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly for contraction, singular and plural possession (e.g. <i>can't</i>, <i>the girl's name</i>, <i>the boys' boots</i>).</p> <p>Use commas after fronted adverbials.</p>	<p>pronoun, possessive pronoun, adverbial, determiner</p>
<p><b>Previous Learning to revisit</b></p> <p>Write a range of sentences with more than one clause by using a wider range of conjunctions (secure from Year 3).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).</p> <p>Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).</p>					

## Year 5 – Punctuation and Grammar Progression

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary/Language Structure	Punctuation	Conjunctions
<p>Aspects covered in Year 5</p> <p>Aspects covered in KS1 / Lower KS2</p>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases</p> <p>or</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>	<p>Co-ordinating and, or, but</p> <p>so</p> <p>for, nor, yet</p> <p>Subordinating when, if, that, because</p> <p>before, after, while, although</p> <p>as, since, whenever, unless, as soon as, once, until, wherever, whilst</p> <p>whatever, whether, whereas, in order that, in case, though, till, that, even though, even if</p>

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
5	<p>Convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Use verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.</p>	<p>Use a range of devices to build cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> <li>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>link ideas using adverbials of time, place and number;</li> <li>link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</li> </ul>	<p>Indicate parenthesis using brackets, commas or dashes.</p> <p>Use punctuation to ensure meaning is clear, particularly commas for clarity or to avoid ambiguity</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>
<p><b>Previous Learning to revisit</b></p> <p>Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secure from Year 4).</p>					

## Year 6 – Punctuation and Grammar Progression

Year 6 Test Content Domain	Language Structure	Standard English	Vocabulary/Language Structure	Punctuation	Conjunctions
<p><b>Aspects covered in Year 6</b></p> <p><b>Aspects covered Previously in KS1/KS2</b></p>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Adverbs</p> <p>Prepositions</p> <p>Articles</p> <p>Statements</p> <p>Questions</p> <p>Commands</p> <p>Clauses</p> <p>Phrases</p> <p>Subordinating conjunctions</p>	<p>Tense agreement</p> <p>Subject-verb agreement</p> <p>Double negatives</p> <p>Use of I and me</p> <p>Contractions</p>	<p>Word meaning</p> <p>Vocabulary content</p> <p>Concision and precisions in vocabulary</p> <p>Synonyms</p> <p>Antonyms</p> <p>Word groups / families</p> <p>Prefixes</p> <p>Suffixes</p> <p>Singular and plural</p>	<p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas in lists</p> <p>Commas to mark phrases or clauses</p> <p>Inverted commas</p> <p>Apostrophes</p> <p>Brackets</p> <p>Ellipses</p> <p>Colons</p>	<p>Co-ordinating and, or, but so for, nor, yet</p> <p>Subordinating when, if, that, because before, after, while, although as, since, whenever, unless, as soon as, once, until, wherever, whilst whatever, whether, whereas, in order that, in case, though, till, that, even though, even if</p>

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
<b>6</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed in formal speech or writing</i>).</p> <p>Know how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>	<p>Use the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken</i>)</p> <p>Include expanded noun phrases to convey complicated information concisely (e.g. <i>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>Know the difference between the structures typical of informal speech and structures appropriate for formal speech and writing (e.g. <i>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</i>).</p> <p>Use verb tenses consistently and correctly throughout their writing.</p>	<p>Use a range of devices to build cohesion (e.g. <i>conjunctions, adverbials of time and place, pronouns, synonyms, repetition, ellipsis</i>) within and across paragraphs.</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use semicolon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>).</p> <p>Use of the colon to introduce a list and use of semi-colons within a list.</p> <p>Punctuation of bullet points to list information.</p> <p>Show how hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>).</p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>

**Previous Learning to revisit**

Use vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Use the range of punctuation taught at KS2 correctly (e.g. capital letters, full stops, question marks, commas for list, apostrophes for contraction, semicolons, dashes, colons, hyphens, inverted commas and other punctuation to indicate direct speech).