Wray with Botton Primary School – English Vocabulary, Punctuation and Grammar Progression

	Class One		Class Two		Class Three		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology for pupils	Sound Letter Digraph/two letters one sound Trigraph/three letters one sound Capital letter Finger space Full stop	Word Singular Plural Sentence Punctuation Question mark Exclamation mark Adjective Noun Suffix Prefix Clauses Pronoun	Noun Noun phrase Statement Question Exclamation Command Compound Adverb Verb Tense (past, present) Apostrophe Comma Subordinate Coordinate Progressive	Preposition Conjunction Word family Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks') Present perfect Punctuate	Determiner Pronoun Possessive pronoun Adverbial Verb inflections Plural Cohesion Pronoun Apostrophes Fronted adverbials Noun phrases Prepositional phrases Adjectives	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Adverb Modal verbs Commas	Subject Object Active Passive Synonyms Antonyms Subjunctive Cohesive devices Ellipsis Clauses Punctuation Hyphens Colon Semi-colon Ambiguity
Word		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 **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (*e.g. helping, helped, helper* How the **prefix** un– changes the meaning of **verbs** and **adjectives** [*negation, for example, unkind, or undoing: untie the boat*]	Formation of **nouns** using **suffixes** such as –ness, – er and by **compounding** [*for example, whiteboard, superman*] Formation of **adjectives** using **suffixes** such as –ful, –less (*A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1*) Use of the **suffixes** –er, – est in adjectives and the use of –ly in Standard English to turn **adjectives** into **adverbs**	Formation of **nouns** using a range of **prefixes** [*for example super–, anti–, auto–*] 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*] Word families based on common words, showing how words are related in **form** and **meaning** [*for example, solve, solution, solver, dissolve, insoluble*]	The grammatical difference between **plural** and **possessive** –s 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*]	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [*for example, –ate; –ise; –ify*] Verb prefixes [*for example, dis–, de–, mis–, over– and re–*]	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*] How words are related by meaning as **synonyms** and **antonyms** [*for example, big, large, little*].

Sentence		How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	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]	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) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	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)]. 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]
Text		Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing 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]	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation 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]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for	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 Layout devices [for example, headings, subheadings,

Punctuation						example, he had seen her before]	columns, bullets, or tables, to structure text]
		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun 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 [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	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!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]