

Rose Hill Grammar and Punctuation Progression of Skills

This document sets out how grammar and punctuation skills are taught throughout Rose Hill from EYFS to Year 6. Pupils are taught ambitious age-related grammar and punctuation skills within daily phonics lessons from EYFS and until phonic knowledge is securely embedded in Year 2 after which pupils will learn age-related grammar and punctuation skills in daily discrete SPaG (spelling, punctuation and grammar) lessons. Grammar and punctuation skills are applied within writing lessons and across the curriculum enabling pupils to apply and embed learnt skills across a range of fiction and non-fiction text types writing for a range of purposes and audiences.

In addition to the skills of the previous year group(s), pupils will be able to

	Word	Sentence	Text	Punctuation	Terminology for Pupils
EYFS	<ul style="list-style-type: none"> Join two or three letters together to make a single sound Join letters together to form a word 	<ul style="list-style-type: none"> Write a simple phrase that can be read by others Write a simple sentence that can be read by others 	<ul style="list-style-type: none"> Write a sentence about what is known Write to communicate (e.g. a list) Retell / sequence events in a known story 	<ul style="list-style-type: none"> Begin to correctly formed recognisable capital and lower case letters Use spaces to separate words Apply a full stop at the end of a sentence 	<ul style="list-style-type: none"> capital letter full stop lowercase letter phoneme sentence sound word

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Year 1	<ul style="list-style-type: none"> Identify and define nouns (including singular and plural) Add regular plural noun suffixes -s, -es (e.g. dogs, wishes) Distinguish between common nouns and proper nouns Identify and define verbs Add verb suffixes -ing, -ed, -er Identify and define adjectives Add the prefix -un to create antonyms of verbs and adjectives (e.g. unkind, untie) Use determiners a, an, the 	<ul style="list-style-type: none"> Join words and clauses using and Compose questions beginning with who, which, where, why, when Compose exclamation sentences beginning with how, or what 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Use capital letters at the start of sentences Use capital letters for proper nouns and the personal pronoun I Use a full stop, question mark, or exclamation mark at the end of a sentence 	adjective capital letter common noun exclamation mark full stop noun plural proper noun punctuation question mark singular verb
Year 2	<ul style="list-style-type: none"> Join two nouns to form a compound noun (e.g. whiteboard, superman) Form nouns using suffixes -ness, -er, -ment Form adjectives using suffixes -ful, -less Form comparative adjectives using suffix -er and superlatives using suffix -est Form adverbs from adjectives using the suffix -ly 	<ul style="list-style-type: none"> Write noun phrases for description and specification (e.g. the blue butterfly, some plain flour) Compose compound sentences using coordinating conjunctions or, and, but Compose complex sentences using subordinating conjunctions when, if, that, because Write command, exclamation, question and statement sentences 	<ul style="list-style-type: none"> Choose and correctly apply simple past and simple present tense verbs Apply simple irregular past and present verbs (e.g. fly/flew, draw/drew, run/ran) Correctly apply present progressive verbs and past progressive verbs (e.g. she is drumming, he was shouting) 	<ul style="list-style-type: none"> Use commas to separate list items Use apostrophes to show contraction Use apostrophes to show singular noun possessions (e.g. the girl's name) 	adverb apostrophe comma command compound sentence conjunction contraction determiner imperative verb noun phrase possession progressive verbs statement suffix verb tense (past, present)

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Year 3	<ul style="list-style-type: none"> Form nouns using a range of prefixes (e.g. super-, anti-, auto-) Understand how words are linked in families from common roots (e.g. solve, solution, solver, dissolve, insoluble) Accurately apply the consonant / vowel rule when using the determiners a , an Identify and define prepositions 	<ul style="list-style-type: none"> Compose compound sentences using coordinating conjunctions for, nor, yet, so Compose complex sentences using subordinating conjunctions to express time, place and cause (e.g. when, before, after, while, so because) Use adverbs to express time, place and cause (e.g. then, next, soon, therefore) Use prepositions to express time, place and cause (for example before, after, during, in, because of) 	<ul style="list-style-type: none"> Use paragraphs to group related sentences Use subheadings Use the present perfect form of verbs (e.g. he has gone out to play) 	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> clause complex sentence consonant direct speech inverted commas (speech marks) main clause paragraph prefix preposition present perfect tense root subordinate clause subordinating conjunctions vowel word family
Year 4	<ul style="list-style-type: none"> Use Standard English subject-verb agreement (e.g. we were, I did) Identify and define pronouns including personal pronouns and possessive pronouns 	<ul style="list-style-type: none"> Add modifying adjectival phrases to expand noun phrases (e.g. the kind maths teacher with curly hair) Add modifying prepositional phrases to expand noun phrases Use fronted adverbials (e.g. Later that day, I heard the news) Understand the difference between phrases and clauses 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme Select and apply pronouns and nouns to create cohesion and avoid repetition within sentences Select and apply pronouns and nouns to create cohesion and avoid repetition across sentences 	<ul style="list-style-type: none"> Use an apostrophe to show possession after a plural noun (e.g. the boys' ball) Use commas to punctuate fronted adverbials Use capital letters, commas, full stops, question marks and exclamation marks correctly to punctuate direct speech (e.g. The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> adjectival phrases cohesion fronted adverbial personal pronoun possessive pronoun prepositional phrases pronoun Standard English

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Year 5	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify Apply verb prefixes dis-, de-, mis-, over-, re- 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use adverbs to indicate degrees of possibility (e.g. perhaps, surely) Use modal verbs to indicate degrees of possibility (e.g. might, should, will, must) 	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph (e.g. them, after, that, this, firstly) Link ideas across paragraphs using adverbials of time (e.g. later) Link ideas across paragraphs using adverbials of place (e.g. nearby) Link ideas across paragraphs using adverbials of number (e.g. secondly) Link ideas across paragraphs using verb tense (e.g. he had seen her before) 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Apply commas to clarify meaning and avoid ambiguity 	ambiguity brackets dashes future tense modal verb parenthesis relative clause relative pronoun
Year 6	<ul style="list-style-type: none"> Understand and apply formal and informal vocabulary (e.g. find out/discover, ask for/request, go in/enter) List synonyms for given words Identify antonyms for given words 	<ul style="list-style-type: none"> Apply the passive voice to affect the presentation of information in a sentence (e.g. the window was broken by the wind) Use a question tag to create informality (e.g. He's your friend, isn't he?) Use the subjunctive form to create formality (e.g. If I were) 	<ul style="list-style-type: none"> Use repetition to cohesively link paragraphs Cohesively link ideas across sentences using adverbials to compare and contrast (e.g. on the other hand, in contrast) Cohesively link ideas across sentences using adverbials of cause and effect (e.g. as a consequence) Use a range of layout devices to structure text (columns, bullet-point lists, tables) Use ellipsis to create cohesion 	<ul style="list-style-type: none"> Use a semi-colon to mark the boundary between independent clauses Use a colon to mark the boundary between independent clauses Use a colon to introduce bullet point lists Use a colon following an independent clause to introduce continuous lists Use semi-colons within detailed continuous lists Use a hyphen to avoid ambiguity 	active voice antonym bullet point colon ellipsis formal hyphen informal object passive voice question tag semi-colon subject subjunctive form synonym