

St Benedict's Catholic Primary School Progress in Skills: English – Punctuation & Grammar



With Jesus, we learn,
love and laugh

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Write simple sentences which can be read by themselves and others	<p>Sentence Structure</p> <p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i>.</p>	<p>Sentence Structure</p> <p>Subordination (using when, if, that, because) and co-ordination (using <i>or, and, or but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Sentence Structure</p> <p>Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because).</p>	<p>Sentence Structure</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. <u>Later that day</u>, I heard a bad news).</p>	<p>Sentence Structure</p> <p>Relative clauses beginning with who, which, where, why, whose, that and omitted relative pronoun.</p> <p>Indicating a degree of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p>Sentence Structure</p> <p>Use of the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your fiend, isn't he?, or the use of subjunctive forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p>
		<p>Text Structure</p> <p>Sequencing sentences to form short narratives</p>	<p>Text Structure</p> <p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to make actions in progress.</p>	<p>Text Structure</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings & subheadings to aid presentations</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>	<p>Text Structure</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences</p>	<p>Text Structure</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and tense choice (E.g. he had seen her before).</p>	<p>Text Structure</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the otherhand, in contrast</i>) and ellipsis.</p> <p>Layout devices such as headings, subheadings, columns, bullets and tables to structure the text.</p>

		<p><u>Punctuation</u></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 the personal pronouns I.</p>	<p><u>Punctuation</u></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 where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><u>Punctuation</u></p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Punctuation</u></p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><u>Punctuation</u></p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u></p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
		<p><u>Terminology</u></p> <p>Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark</p>	<p><u>Terminology</u></p> <p>Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past & present) Apostrophe, comma</p>	<p><u>Terminology</u></p> <p>Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or 'speech marks')</p>	<p><u>Terminology</u></p> <p>Determiner Pronoun, progressive pronoun Adverbial Expanded noun phrase</p>	<p><u>Terminology</u></p> <p>Modal verb, relative pronoun Relative clause Parenthesis, brackets, dash Cohesion, ambiguity</p>	<p><u>Terminology</u></p> <p>Subject, object Active, passive Synonym, antonym Ellipsis, hyphens, colons, semi-colons, bullet points</p>