

**St Dunstan’s RC Primary School**

**Vocabulary, Grammar and Punctuation**

**Progression** **Document 2022**

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| **Year 1: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | ● Use 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  ● Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  ● Understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | plural noun, singular noun  suffix  verbs, root word  prefix, adjective |
| **SENTENCE** | Learn how words can combine to make sentences  ● Begin to join words and clauses using **and** | sentence  conjunction |
| **TEXT** | ● Sequence sentences to form short narratives sequence | Sequence |
| **PUNCTUATION** | ● Separate words with spaces  ● Introduce to capital letters, full stops, question marks and exclamation marks to demarcate sentences  ● Use capital letters for names of people, places, days of the week and for the personal pronoun ‘I’ | Spaces  Punctuation, capital letter, full stops, question marks,  Exclamation marks  proper noun, personal pronoun |

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| **Year 2: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | ● Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]  ● Form 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 the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | noun, suffix  compound noun  adjectives  adverb |
| **SENTENCE** | Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but)  ● Use expanded noun phrases for description and specification [for example, using an adjective: the blue butterfly, plain flour, or using a prepositional phrase: the man in the moon]  ● Learn how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | subordinating conjunction  coordinating conjunction  subordination, co-ordination  noun phrase, expanded noun  phrase, adjective  statement, question,  exclamation, command |
| **TEXT** | Make correct and consistent use of present tense and past tense throughout writing  ● Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]  ● Begin to develop an understanding of some features of written Standard English [for example, use of contractions, or ‘gonna’] | verb, tense (past, present)  past progressive  present progressive  Standard English |
| **PUNCTUATION** | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences  ● Use commas to separate items in a list  ● Use apostrophes to mark where letters are missing in spelling [for example: didn’t, she’s] and to mark singular possession in nouns [for  example, the girl’s name] |  |

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| **Year 3: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | ● Form nouns using a range of prefixes [for example super–, anti–, auto–  ● Use 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]  ● Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution,  solver, dissolve, insoluble] | noun, prefix  determiner, indefinite article  consonant/vowel  word family/root word |
| **SENTENCE** | ● Express 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]  ● Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences | conjunctions  adverb  preposition  main clause, subordinate clause |
| **TEXT** | Begin to use paragraphs as a way to group related material  ● Use headings and sub-headings to aid presentation  ● Use 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] | paragraph  heading/sub-heading  present perfect simple past |
| **PUNCTUATION** | Begin to use inverted commas to punctuate direct speech | direct speech, inverted commas |

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| **Year 4: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | ● Understand the grammatical difference between plural and possessive –s  ● Know the difference between Standard English forms for verb inflections and local spoken forms [for example, we were instead of we was, or I did instead of I done]  ● Recognise different determiners and the changes in meaning [for example: an apple, the apple, those apples, three apples] | plural, possessive  Standard English/non-Standard English  determiner, indefinite article,  definite article |
| **SENTENCE** | Use 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)  ● Use fronted adverbials [for example, Later that day, I heard the bad news.] | noun phrase, adjective  preposition(al) phrases  fronted adverbial |
| **TEXT** | Use of paragraphs to organise ideas around a theme  ● Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition | paragraphs, theme  pronoun, possessive pronoun  cohesion |
| **PUNCTUATION** | Use 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!”]  ● Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]  ● Use commas after fronted adverbials | inverted comma, direct speech, comma  apostrophe, plural possession  fronted adverbial |

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| **Year 5: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | Know how to convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]  ● Use verb prefixes [for example, dis–, de–, mis–, over– and re–] to change the meaning of the verb | noun, adjective, verb  suffix/ prefix |
| **SENTENCE** | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  ● Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  ● Use the perfect form of verbs to mark relationships of time and cause  ● Use expanded noun phrases to convey complicated information concisely | relative clause/relative pronoun  adverbs of degree, modal verbs  perfect tense  expanded noun phrase |
| **TEXT** | ● Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  ● Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her  before] | cohesion, paragraph  adverbials of time  tenses |
| **PUNCTUATION** | ● Use brackets, dashes or commas to indicate  parenthesis  ● Use commas to clarify meaning or avoid ambiguity [for example: let’s eat Grandma!] | parenthesis, bracket, dash  commas, ambiguity, clarify |

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| **Year 6: Detail of content to be introduced (statutory requirement)** | | **Terminology for pupils** |
| **WORD** | Understand 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]  ● Know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. | informal speech/formal writing  synonyms, antonym |
| **SENTENCE** | Use 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)].  ● Understand 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] | Passive active  Subject object  question tags  subjunctive form |
| **TEXT** | Link 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  ● Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables] to  structure text] | cohesive devices, repetition, adverbial, ellipsis  headings, subheading, column, bullets, tables. |
| **PUNCTUATION** | Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]  ● Use a colon to introduce a list and use semi-colons within lists  ● Punctuate of bullet points to list information  ● Know how hyphens can be used to avoid ambiguity [for example, man eating shark  versus man-eating shark, or recover versus re-cover]  ● Use ellipsis for cohesion | semi-colon, dash, colon  bullet points  hyphen  ellipsis |