

 **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 nounsuffixverbs, root wordprefix, adjective |
| **SENTENCE**  | Learn how words can combine to make sentences● Begin to join words and clauses using **and** | sentenceconjunction |
| **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’ | SpacesPunctuation, 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, suffixcompound nounadjectivesadverb |
| **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 conjunctioncoordinating conjunctionsubordination, co-ordinationnoun phrase, expanded nounphrase, adjectivestatement, 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 progressivepresent progressiveStandard 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 [forexample, 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, prefixdeterminer, indefinite articleconsonant/vowelword 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 | conjunctionsadverbprepositionmain 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] | paragraphheading/sub-headingpresent 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, possessiveStandard English/non-Standard Englishdeterminer, 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: thestrict maths teacher with curly hair)● Use fronted adverbials [for example, Later that day, I heard the bad news.] | noun phrase, adjectivepreposition(al) phrasesfronted 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, themepronoun, possessive pronouncohesion |
| **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, commaapostrophe, plural possessionfronted 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, verbsuffix/ 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 pronounadverbs of degree, modal verbsperfect tenseexpanded 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 herbefore] | cohesion, paragraphadverbials of timetenses |
| **PUNCTUATION**  | ● Use brackets, dashes or commas to indicateparenthesis● Use commas to clarify meaning or avoid ambiguity [for example: let’s eat Grandma!] | parenthesis, bracket, dashcommas, 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 writingsynonyms, 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 activeSubject objectquestion tagssubjunctive 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] tostructure text] | cohesive devices, repetition, adverbial, ellipsisheadings, 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 sharkversus man-eating shark, or recover versus re-cover]● Use ellipsis for cohesion | semi-colon, dash, colonbullet pointshyphenellipsis |