



Grammar and punctuation progression:

EYFS	Grammar	Punctuation
		Finger spaces Capital letters for the start of sentences and beginning of names Full Stop
Year 1	Adjectives Nouns / Proper nouns / expanded noun phrase Verbs Simple sentence Coordinating conjunctions (and, but, or, so) Plural noun suffixes (-s or -es) Suffixes (-ing, -ed, -er) where spelling of root word isn't changed Prefix -un – which changes the meaning of a verb or adjective	Capital letters for personal pronoun 'I' Capital letters for proper nouns Exclamation marks Question marks Ellipsis to create tension
Year 2	Statement, question, exclamation and command sentences Past and present tense, including progressive form Subordination Coordinating conjunctions (for, yet, nor - FANBOYS) Formation of nouns using suffixes -ness and -er Formation of adjectives using suffixes -ful, -er, -est -ly) Adverbs (-ly) Purpose, audience and text type (PAT) Compound sentences Separating writing by topic (intro to paragraphs)	Commas in a list (avoiding the Oxford comma) Colon in a script Apostrophe for contraction and singular possession Bullet points
Year 3	Subordinating clause to create complex sentences Using pronouns to avoid repetition Prepositions Adverbs (including adverbial phrases) of time, place, manner, frequency, degree Formation of nouns using a range of prefixes (super-, anti-, auto-) Determiners (a or an) Word families Formal / informal language Simple present, past and future tense verbs Paragraphs separated by topic, place, time, person or speaker (ToP TiPS)	Commas to separate clause when at the start of sentence Inverted commas for direct speech Dashes for effect Apostrophe for plural possession (e.g. children's, boys')

Year 4	<p>Modal verbs for possibility / certainty</p> <p>Relative clauses (beginning with: who, which, when, whose and that)</p> <p>Reported clause</p> <p>Synonyms and antonyms</p> <p>Present, past and future progressive tense verbs</p> <p>Active and stative (being) verbs</p> <p>Varying sentence starters (ISPACED)</p> <p>Grammatical sense (was and were / did and done)</p>	<p>Start a speech sentence with reported clause with correct comma use</p> <p>Commas for clauses to avoid ambiguity</p> <p>Colons to introduce a list</p> <p>Ellipsis for effect</p>
Year 5	<p>Active and passive verbs</p> <p>Subjunctive form</p> <p>Relative clauses using the omitted relative clause</p> <p>Present, past and future perfect tense verb</p> <p>Synonyms and antonyms to build cohesion</p> <p>Converting nouns or adjectives into verbs using suffixes (-ate, -ise, --ify)</p> <p>Using verb prefixes (dis-, de-, mis-, over- and re-)</p>	<p>Parenthesis – when and why to use brackets, dashes or commas.</p> <p>Semi-colons in detailed lists and between independent clauses.</p>
Year 6	<p>Active and passive voice</p> <p>Appropriate register</p> <p>Manipulating grammar to exercise assured and conscious control over levels of formality</p>	<p>Hyphens to avoid ambiguity</p> <p>Use all punctuation to enhance meaning and avoid ambiguity</p>