



Dial Park Primary School  
Whole School Progression in Grammar and Punctuation

	<b>EYFS</b> 3 and 4 year olds Reception Early Learning Goals	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Grammar</b>	<p>Understand 'why' questions <i>why do you think the clothes dried outside?</i></p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences. <i>Dad went to the supermarket and bought oranges</i></p> <p>To begin to form simple compound sentences <i>Joe waited at the bus stop, but the bus was late.</i></p>	<p>To use the <b>present tense</b> and the <b>past tense</b> mostly correctly and consistently.</p> <p>To form sentences with different forms:</p> <ul style="list-style-type: none"> <li>- <b>Statement</b></li> <li>- <b>Question</b></li> <li>- <b>Exclamation</b></li> <li>- <b>Command</b></li> </ul> <p>To use some features of written Standard English.</p> <p>To use coordinating conjunctions (<b>FANBOYS</b>): <b>F</b>or <b>A</b>nd <b>N</b>or <b>B</b>ut <b>O</b>r <b>Y</b>et <b>S</b>o</p> <p>To use some subordinating clauses (<b>A WHITE BUS</b>): <b>A</b>fter, although, as <b>W</b>hen, where, whether, while <b>H</b>ow <b>I</b>f <b>T</b>hat, though, till, than <b>E</b>ven if <b>B</b>ecause, before <b>U</b>nless, until <b>S</b>ince</p> <p>To use expanded noun phrases to describe and specify <i>The big, green butterfly</i></p>	<p>To try to maintain the <b>correct tense</b> (including the present perfect tense) throughout a piece of writing, with accurate subject/verb agreement</p> <p>To use 'a' or 'an' correctly throughout a piece of writing</p> <p>To use subordinate clauses (<b>A WHITE BUS</b> acronym, Year 2)</p> <p>Using a wider range of conjunctions to extend sentences (<b>FANBOYS</b> acronym, Year 2)</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause:</p> <p><b>conjunctions</b> <i>I tried to hit the nail but hit my thumb instead.</i></p> <p><b>adverbs</b> <i>She swims quickly.</i></p> <p><b>prepositions</b> <i>The cat jumped off the counter.</i></p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately</p> <ul style="list-style-type: none"> <li>- 'we were' rather than 'wewas'</li> <li>- 'I did' rather than 'I done'.</li> </ul> <p>To use subordinate clauses (<b>A WHITE BUS</b>)</p> <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions (<b>FANBOYS</b>) and to vary their position within sentences</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases <i>the heroic soldier with an unbreakable spirit.</i></p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition <i>he, she, they, it</i></p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility <i>surely, perhaps, should, might, etc.</i></p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p> <p>To use a wide range of linking words and phrases between sentences and paragraphs to build cohesion:</p> <ul style="list-style-type: none"> <li>- <b>time adverbials</b> <i>later, usually, hourly</i></li> <li>- <b>place adverbials</b> <i>nearby, underground</i></li> <li>- <b>frequency</b> <i>secondly, occasionally</i></li> </ul> <p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that and omitted relative pronouns) <i>Ellie Simmonds, who was a famous athlete, had won another Olympic medal.</i></p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural <i>The student does her best.</i> <i>The students do their best.</i></p> <p>To use the subjunctive form in formal writing <i>Beyonce! 'If I were a boy'</i></p> <p>To use the perfect form of verbs to mark relationships of time and cause: <b>Present perfect:</b> <i>I have finished my work already.</i> <b>Past perfect:</b> <i>He had finished his work before break time.</i> <b>Future perfect:</b> <i>I will have finished my work before dinner.</i></p> <p>To use the passive voice: <i>The work was marked by the teacher.</i></p> <p>To use question tags in informal writing: <i>She said half price, didn't she?</i></p>



## Dial Park Primary School Whole School Progression in Grammar and Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>		<p>To use <b>capital letters</b> for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use <b>finger spaces</b>.</p> <p>To use <b>full stops</b> to end sentences.</p> <p>To begin to use <b>question marks</b> and <b>exclamation marks</b>.</p>	<p>To use the full range of punctuation taught at Key Stage 1 mostly correctly including:</p> <p><b>capital letters</b></p> <p><b>full stops</b></p> <p><b>question marks</b></p> <p><b>exclamation marks</b></p> <p><b>commas to separate lists</b></p> <p><b>apostrophes to mark singular possession and contractions</b></p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of <b>inverted commas</b>.</p>	<p>To use all the necessary punctuation in <b>direct speech</b>, including a <b>comma</b> after the reporting clause and all end punctuation within the <b>inverted commas</b>.</p> <p>To consistently use <b>apostrophes</b> for singular and plural possession.</p>	<p>To use <b>commas</b> consistently to clarify meaning or to avoid ambiguity.</p> <p>To use <b>brackets, dashes or commas</b> to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at Key Stage 2 correctly, including consistent and accurate use of:</p> <p><b>semi- colons</b></p> <p><b>dashes</b></p> <p><b>colons</b></p> <p><b>hyphens</b></p> <p>and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<b>Terminology</b>		<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>determiner, pronoun, possessive pronoun and adverbial.</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>