



An Daras Multi-Academy Trust

Progression grid for Vocabulary, Grammar and Punctuation

Status:	
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Linked Documents and Policies:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiables 14 English Policy 15 Assessment Policy 15 Marking Policy 15

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Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary for Pupils
Regular plural noun suffixes S or es (example dog – dogs, wish-wishes) including the effects of these suffixes on the meaning of the noun	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
	Joining words and clauses using and	Correct choice and consistent use of the present and past tense throughout their writing	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	
Suffixes that can be added to verbs where no change is needed in the spelling of the root word Example – helping, helper, helped	Subordination using when, if, that or because Co-ordination using or, and, but	Use of the progressive form of verbs in the present and past tense to show action in progress Example – she is running	Capital letters for names and for the personal pronoun	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, Present), apostrophe, comma
How the prefix un – changes the meaning of verbs and adjectives Example – unkind, untie, undoing	Expanded noun phrases for description and specification Example – the shiny star, the teacher in the classroom	Introduction into paragraphs to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas (speech marks), consonant letter, vowel letter,
Formation of nouns using suffixes such as ness, er Compounding words – football	How grammatical patterns within a sentence indicate its function - statement, question, exclamation or command	Presentation – Headings and Subheadings	Commas to separate lists	
Formation of adjectives using suffixes such as ful, less (for full list see spelling appendix NC)	Expressing time, place and cause using conjunctions Example – when, after, while, before Adverbs – Example – therefore, however, next, soon Prepositions – Example – during, before	The use of the present perfect form of verbs instead of using the simple past Example – she has gone out with her friends instead of she went out with her friends	Apostrophes for contraction (letter missing in a word – he is to he's) Singular possession - The boy's car.	Determiner, pronoun, possessive pronoun, adverbial
Use of suffixes er, est in adjectives and the use of ly (standard English) to turn adjectives into adverbs		Use of paragraphs to organise ideas around a theme	Introduction to inverted commas to punctuate direct speech	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
				Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points

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Formation of nouns using a range of prefixes Example – super, anti, auto	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Example – The teacher expanded to The friendly teacher with glasses.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and to avoid repetition	Use of inverted commas and other punctuation to indicate direct speech Example – a comma after the reporting clause End punctuation within inverted commas: The mum shouted, ‘come here!’	 Year 1  Year 2  Year 3  Year 4  Year 5  Year 6
Use of an or a according to whether the next word begins with a vowel or a consonant. Example an apple, a banana				
Word families based on common words – showing how words are related in form and meaning Example – solve, solution, solver, dissolve, insoluble	Fronted adverbials - Later that day, I heard the bad news.	Devices to build cohesion within a paragraph-example, then, after that, this, firstly	Apostrophes to mark plural possession - example, the girl's name, the girls' name	
	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun			
The grammatical difference between plural and possessive s	Indicating degrees of possibility using adverbs - example, perhaps, surely or modal verbs - example, might, should, will, must	Linking ideas across paragraphs using adverbials of time- example, later place - example, nearby number – example secondly or tense choices - example, he had seen her before	The use of commas after fronted adverbials	
Standard English for verb inflections instead of local spoken forms Example – we were instead of we was			Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify] Verb prefixes - example dis-, de-mis-over-, and re-	Use of the passive voice to affect the presentation of information in a sentence - example, I broke the window in the green house versus The window in the greenhouse was broken(by me)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections - example, the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis	Use of commas to clarify meaning or avoid ambiguity	
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses -example, It's raining; I'm fed up	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing example - find out – discover; ask for – request; go in – enter	The difference between structures typical of informal speech and structures appropriate for formal speech and writing - example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech	Layout devices - example, headings, sub-headings, columns, bullets, or tables, to structure text	Use of a colon to introduce a list	
			Punctuation of bullet points to list information	
How words are related by meaning as synonyms and antonyms - example, big, large, little			How hyphens can be used to avoid ambiguity - example man eating shark versus man-eating shark, or recover versus re-cover	