



**St Dunstan's RC Primary School**

**Vocabulary, Grammar and Punctuation**

**Progression Document 2023-24**

Year 1: Detail of content to be introduced (statutory requirement)		Terminology for pupils
<b>WORD</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• Understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>	plural noun, singular noun  suffix  verbs, root word prefix, adjective
<b>SENTENCE</b>	Learn how words can combine to make sentences <ul style="list-style-type: none"> <li>• Begin to join words and clauses using <b>and</b></li> </ul>	sentence conjunction
<b>TEXT</b>	<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives sequence</li> </ul>	Sequence
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>• Separate words with spaces</li> <li>• Introduce to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use capital letters for names of people, places, days of the week and for the personal pronoun 'I'</li> </ul>	Spaces Punctuation, capital letter, full stops, question marks, Exclamation marks proper noun, personal pronoun

Year 2: Detail of content to be introduced (statutory requirement)		Terminology for pupils
<b>WORD</b>	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>• 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)</li> <li>• Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	noun, suffix compound noun adjectives adverb
<b>SENTENCE</b>	<p>Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• Learn how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul>	subordinating conjunction coordinating conjunction subordination, co-ordination noun phrase, expanded noun phrase, adjective statement, question, exclamation, command
<b>TEXT</b>	<p>Make correct and consistent use of present tense and past tense throughout writing</p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• Begin to develop an understanding of some features of written Standard English [for example, use of contractions, or ‘gonna’]</li> </ul>	verb, tense (past, present)  past progressive present progressive  Standard English
<b>PUNCTUATION</b>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list</li> <li>• 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]</li> </ul>	

Year 3: Detail of content to be introduced (statutory requirement)		Terminology for pupils
<b>WORD</b>	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>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]</li> <li>Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	noun, prefix determiner, indefinite article consonant/vowel  word family/root word
<b>SENTENCE</b>	<ul style="list-style-type: none"> <li>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]</li> <li>Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences</li> </ul>	conjunctions adverb preposition  main clause, subordinate clause
<b>TEXT</b>	Begin to use paragraphs as a way to group related material <ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>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]</li> </ul>	paragraph heading/sub-heading present perfect simple past
<b>PUNCTUATION</b>	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
<b>WORD</b>	<ul style="list-style-type: none"> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• 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]</li> <li>• Recognise different determiners and the changes in meaning [for example: an apple, the apple, those apples, three apples]</li> </ul>	<p>plural, possessive</p> <p>Standard English/non-Standard English</p> <p>determiner, indefinite article, definite article</p>
<b>SENTENCE</b>	<p>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)</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul>	<p>noun phrase, adjective</p> <p>preposition(al) phrases</p> <p>fronted adverbial</p>
<b>TEXT</b>	<p>Use of paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> <li>• Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>paragraphs, theme</p> <p>pronoun, possessive pronoun</p> <p>cohesion</p>
<b>PUNCTUATION</b>	<p>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!”]</p> <ul style="list-style-type: none"> <li>• Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</li> <li>• Use commas after fronted adverbials</li> </ul>	<p>inverted comma, direct speech, comma</p> <p>apostrophe, plural possession</p> <p>fronted adverbial</p>

<b>Year 5: Detail of content to be introduced (statutory requirement)</b>		<b>Terminology for pupils</b>
<b>WORD</b>	<p>Know how to convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <ul style="list-style-type: none"> <li>● Use verb prefixes [for example, dis-, de-, mis-, over- and re-] to change the meaning of the verb</li> </ul>	<p>noun, adjective, verb</p> <p>suffix/ prefix</p>
<b>SENTENCE</b>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <ul style="list-style-type: none"> <li>● Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>● Use the perfect form of verbs to mark relationships of time and cause</li> <li>● Use expanded noun phrases to convey complicated information concisely</li> </ul>	<p>relative clause/relative pronoun</p> <p>adverbs of degree, modal verbs perfect tense</p> <p>expanded noun phrase</p>
<b>TEXT</b>	<ul style="list-style-type: none"> <li>● Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>● 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]</li> </ul>	<p>cohesion, paragraph</p> <p>adverbials of time</p> <p>tenses</p>
<b>PUNCTUATION</b>	<ul style="list-style-type: none"> <li>● Use brackets, dashes or commas to indicate parenthesis</li> <li>● Use commas to clarify meaning or avoid ambiguity [for example: let's eat Grandma!]</li> </ul>	<p>parenthesis, bracket, dash</p> <p>commas, ambiguity, clarify</p>

Year 6: Detail of content to be introduced (statutory requirement)		Terminology for pupils
<b>WORD</b>	<p>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]</p> <ul style="list-style-type: none"> <li>● Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>	<p>informal speech/formal writing</p> <p>synonyms, antonym</p>
<b>SENTENCE</b>	<p>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)].</p> <ul style="list-style-type: none"> <li>● 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]</li> </ul>	<p>Passive active Subject object</p> <p>question tags</p> <p>subjunctive form</p>
<b>TEXT</b>	<p>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</p> <ul style="list-style-type: none"> <li>● Use layout devices [e.g. headings, sub-headings, columns, bullets, or tables] to structure text]</li> </ul>	<p>cohesive devices, repetition, adverbial, ellipsis headings, subheading, column, bullets, tables.</p>
<b>PUNCTUATION</b>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <ul style="list-style-type: none"> <li>● Use a colon to introduce a list and use semi-colons within lists</li> <li>● Punctuate of bullet points to list information</li> <li>● Know how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>● Use ellipsis for cohesion</li> </ul>	<p>semi-colon, dash, colon</p> <p>bullet points</p> <p>hyphen</p> <p>ellipsis</p>