

**Progression of skills in Vocabulary, Grammar and Punctuation  
Year 1 to Year 6**

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations
<b>Plurals</b>	Use regular plural noun suffixes –s or –es and identify the effect of suffixes on the meaning of the noun.	Use irregular plural noun suffixes.	With support, place the possessive apostrophe accurately in words with regular plurals.	Recognise the grammatical difference between plural and possessive. Place the possessive apostrophe accurately in irregular plurals.	Use pluralisation and apostrophes accurately, on most occasions.	Apply pluralisation and apostrophes consistently across all writing.
<b>Prefixes</b>	Explain how the prefix ‘un’ changes the meaning of verbs and adjectives.	Independently use simple prefixes to assist spelling.	Recognise the term prefix and form nouns using a range of prefixes, spelling with increasing accuracy.	Recognise and begin to use further prefixes.	Use verb prefixes and where appropriate use a hyphen to join a prefix to a word.	Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary.
<b>Suffixes</b>	Independently add suffixes to verbs where no change is needed to the spelling of the root word.	Form nouns and adjectives using suffixes and turn adjectives to adverbs. Recognise the term suffix.	Use further suffixes adding to verbs to form nouns and to adjectives to form adverbs.	Use further suffixes and add suffixes to nouns to make adverbs.	Convert nouns or adjectives into verbs using suffixes. Use further suffixes effectively to improve vocabulary.	Use further suffixes appropriately to extend vocabulary.
<b>Words</b>	Use rhymes and word games to extend knowledge of words.	Begin to use word families based on common words.	Recognise and use word families based on common words, demonstrating an awareness of how words are related	Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas.	With support, investigate how words are related in meaning as synonyms and antonyms.	Explain how words are related by meaning. Use vocabulary typical of informal speech and vocabulary appropriate for formal speech. Use

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			in form and meaning.			subjunctive forms in some very formal writing and speech.
<b>Sentence construction</b>	Independently combine words to make simple sentences, leaving spaces between words.	Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.	Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: 'if', 'when', 'because' and 'although'.	Use fronted adverbials. Express time, place and cause using conjunctions, adverbs or prepositions.	Independently use relative clauses beginning with: who, which, where, when, whose and that.	Use the passive form to affect the presentation of information in a sentence.
<b>Sentence development</b>	Select simple adjectives to describe nouns. Sequence sentences to form short narratives.	Use expanded noun phrases to describe and specify in independent writing.	Independently choose nouns or simple pronouns to avoid repetition.	Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases.	Link ideas across paragraphs, using adverbials of time, place, number or tense choice.	Use expanded noun phrases to convey complicated information concisely. Use adverbials.
<b>Grammatical components</b>	Join words and clauses using 'and' appropriately.	Use subordination and coordination.	Use the forms 'a' or 'an' correctly. Use conjunctions, adverbs and prepositions to express time, place and cause.	Confidently and consistently express time and cause by using both prepositions and adverbs independently.	Indicates degrees of possibility using adverbs or modal verbs.	Use the perfect form of verbs to mark relationships of time and cause.
<b>Tense</b>	Use past and present tense correctly in speech.	Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the	Find/use examples of the present perfect form of verbs instead of simple past.	Generally choose accurate tense and verb forms.	Select the appropriate tense for a range of speech and writing.	Vary tense within a piece of writing, sometimes accurately.

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		present and past tense.				
<b>Layout</b>	Use simple writing frames to support the layout of text.	Use headings to group ideas into sections and to structure text.	Begin to use paragraphs independently to group related material, using headings and subheadings to aid presentation.	Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences. Use appropriate layout devices to structure text and make information clear and cohesive.	Use increasingly complex layout devices to structure text. Use devices within a paragraph to build cohesion, ensuring consistency throughout. Use adverbials of time, place, number or tense choice to link ideas across paragraphs.	Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections and ellipses. Select layout devices appropriate to the text type, in order to structure text and guide the reader.
<b>Capital letters</b>	Begin to independently use capital letters at the start of sentences.	Use a capital letter at the beginning of most sentences.	Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns.	Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.	Use capitalisation in factual writing to improve layout.	Use capital letters in titles and for effect when writing fact or fiction.
<b>Punctuation marks</b>	Begin to use full stops, exclamation marks and question marks at the end of sentences.	Use full stops, question marks or exclamation marks appropriately, commas to separate items in a list and apostrophes for contracted words or singular possession.	Attempt to use inverted commas to indicate direct speech.	Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials. Use apostrophes to mark plural possession.	Use brackets, commas or dashes to indicate parenthesis. Use commas deliberately to clarify meaning or avoid ambiguity.	Apply commas accurately to separate clauses in some sentences. Notice how hyphens can eradicate ambiguity. Accurately use ellipses to indicate missing information. Use

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						semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use semi-colons within lists. Punctuate bullet points to list information.
<b>Proper nouns and personal pronouns</b>	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.	Independently use the possessive apostrophe for singular nouns.	Begin to make greater use of pronouns or nouns within and across sentences to avoid repetition.	Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition. Use nouns/pronouns to aid cohesion across a text.	Independently, use relative clauses with an implied (omitted) relative pronoun.	Use pronouns effectively to make secure links between paragraphs.
<b>Technical terms</b>	Use the terms: capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural.	Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe and comma.	Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.	Use the terms: determiner, pronoun, possessive pronoun and adverbial.	Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.

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<b>Standard English</b>	Use some distinctive features of Standard English in their writing.	Use some conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English.	Demonstrate knowledge of some of the differences between Standard and non-Standard English.	Begin to apply Standard or non-Standard English when writing dialogue. Use Standard English forms for verb inflections instead of local spoken forms.	Apply Standard or non-Standard English to a wide range of texts, making appropriate choices for text type.	Apply Standard or non-Standard English across all text types.
<b>Vocabulary range</b>	Use mostly simple vocabulary and communicate meaning through repetition of key words.	Use simple, speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary.	Use generally appropriate vocabulary with some words chosen for effect, on occasions.	Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic.	Use a reasonably wide range of vocabulary for effect, though not always appropriately.	Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.