

KS2 – Progression in grammar and punctuation

	Year 3	Year 4	Year 5	Year 6
Paragraphing and cohesion	Paragraphing for topic including headings and subheadings.	Paragraphing for time and place. Chooses nouns or pronouns (including possessive) within and across sentences to aid cohesion and avoid repetition.	Paragraphing within dialogue. Begin to use a range of devices to build cohesion within a paragraph with adverbials (e.g. then, after that, firstly) With repetition Using a pronoun before a noun in a sentence. e.g, Jess couldn't wait to see him, but Jack would not be back until next week. Using fronted adverbials for time (e.g., Later,) place (e.g. Nearby,) and number (Secondly,) to link ideas across paragraphs.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs. Uses repetition of a word or phrase, adverbials (e.g., On the other hand, in contrast) and ellipsis to link ideas across paragraphs.
Punctuation	Uses previous learning of full stops, capital letters, question marks, exclamation marks and commas in lists. Inverted commas to punctuate direct speech. Apostrophes for contraction and singular possession.	Punctuation within inverted commas for direct speech. Use of comma after the reporting clause for direct speech. <i>The conductor shouted, "Sit down!"</i> Apostrophes for contraction and singular and plural possession. Use of commas after fronted adverbials.	Uses commas for clarity. Uses punctuation for parenthesis (brackets, commas and dashes). Uses commas or dashes to mark relative clauses beginning with who, which, where, when, whose, that.	Uses hyphens to avoid ambiguity. <i>e.g. man eating shark V man-eating shark.</i> Uses semi colons, colons and dashes to mark the boundary between independent clauses. <i>e.g. It's raining; I am fed up.</i> Uses commas or dashes to mark relative clauses with an omitted relative pronoun.

Speech	<p>Uses inverted commas to show the spoken words.</p> <p><i>The conductor shouted "sit down".</i></p> <p>Synonyms for said.</p>	<p>Correctly punctuates direct speech.</p> <p><i>The conductor shouted, "Sit down!"</i></p>	<p>Integrates dialogue to convey character.</p> <p>Use of the reporting clause in the middle of direct speech.</p> <p>e.g., "Sit down!" the conductor shouted, "The train is moving."</p> <p>Uses reported and direct speech within writing.</p>	<p>Integrates dialogue to advance the action.</p>
Coordinating Conjunctions FANBOYS	<p>Uses previous learning of and, or, but</p> <p>Uses coordinating conjunctions so and for</p>	<p>Uses coordinating conjunction yet</p>	<p>Uses coordinating conjunction nor</p>	
Subordinating Conjunctions A WHITEBUS	<p>After, when, while, if, that, because, before</p> <p>Identifies the subordinating conjunction within sentences.</p> <p>e.g., <i>Ellie switched the computer on while clearing Grandad's desk.</i></p>	<p>although, even though, whenever, until, whereas, which</p> <p>Identifies the main and subordinating clauses within sentences.</p> <p>e.g., <i>Ellie switched the computer on while clearing Grandad's desk.</i></p>	<p>as, since, unless, in order that, in case, whether, though, even if, whatever</p> <p>Subordinating conjunctions are used in the middle or at the start of a sentence.</p> <p>e.g., <i>Ellie switched the computer on while clearing Grandad's desk.</i></p> <p>e.g., <i>While clearing Grandad's desk, Ellie switched the computer on.</i></p>	<p>Removal of the subordinating conjunction.</p> <p>e.g., Clearing Grandad's desk, Ellie switched the computer on.</p>
Sentence Level	<p>Use adverbs to express time and manner within sentences.</p>	<p>Introduce fronted adverbials to express manner and place.</p> <p>Use commas to mark fronted adverbials .</p>	<p>Use of adverbs to indicate degrees of possibility. (e.g., Perhaps, Surely,)</p> <p>Uses modal verbs to indicate degrees of possibility (e.g., might, should, will, must)</p>	<p>Uses passive voice to affect how information is presented.</p> <p>Uses the subjunctive form correctly in very formal writing or speech (e.g. If I were...).</p>

Noun Phrases	<p>Uses previous learning of noun phrases with one modifying adjective (e.g., the blue butterfly)</p> <p>Use the forms of 'a or an' accurately within noun phrases.</p>	<p>Uses noun phrases with added prepositional phrase (e.g., the strict teacher with curly hair).</p> <p>Identifies the determiner within the noun phrase. (a, an, the)</p>	<p>Uses an additional modifying adjective within the expanded noun phrase (e.g., the mottled, blue butterfly with the broken wings).</p>	<p>Uses terminology to identify types of determiners (articles, possessive, interrogative, demonstrative and quantifiers).</p>
Tenses	<p>Uses the correct tense consistently throughout writing.</p>	<p>Recognising standard English forms of verbs.</p> <p>e.g., I was/ we were. I did/I done should have/would have of/off our/are</p>	<p>Uses present perfect tense correctly with has/have (e.g., He has gone out to play.... We have gone out to play)</p> <p>Identifies and names simple present and simple past tense, progressive present and progressive past tenses.</p>	<p>Identifies and names all verb tenses.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing sentence structures</p>	<p>Identify and write appropriate similes</p> <p>Double -ly endings She sang soulfully and emotionally.</p> <p>Paired conjunctions Neither money nor gifts could make him visit the haunted mansion again.</p> <p>Use similes as sentence openers e.g. As cool as ice, the robber smashed the alarm</p> <p>Verb, person (e.g., Running, Sarah almost tripped over her own feet).</p> <p>If, if, if, then If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</p>	<p>A pair of related adjectives (e.g. Exhausted and worried, they did not know how much further they had to go.)</p> <p>Three -ed endings openers (e.g. Confused, shocked, scared, the children ran from the burning building.)</p> <p>Emotion word, comma sentences Desperate, she screamed for help.</p> <p>Personification sentences/ This is that sentences The wind screamed through the branches.</p> <p>Last word, first word sentences Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.</p> <p>Then & Now sentences Then thunder shook the ground; then blinding lightning tore through them; then storm clouds blocked every ray of hopeful light, now you know the Devil is approaching.</p>	<p>Outside/Inside sentences The first sentence describes the characters outward action, the second reveals their true feelings e.g. Kate ate the cake that was given to her with enthusiasm and delight. (At the same time she wished she had turned down the offer).</p> <p>The more, the more The more angry he became, the more he hammered his fists on the table.</p> <p>NOUN, who/ which/ where sentences Cakes, <u>which</u> taste fantastic, are not so good for your health. Mr. Tims, <u>who</u> is my favourite teacher, is leaving the school soon.</p> <p>Short sentences ____ing, ____ed sentences Running near the beach, he halted as the ground gave way.</p>	<p>3 negative adjectives – question Greed, jealousy, hatred- which of these is most evil?</p> <p>Some; Others Some people love football; others just can't stand it.</p> <p>Imagine 3 examples: Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.</p> <p>Adjective, same adjective He was a fast runner, fast because he needed to be.</p> <p>De: De sentences Snails are slow: they take hours to move the shortest of distances.</p> <p>Irony sentences Our 'luxury' hotel turned out to be a farm outbuilding.</p> <p>One word, one phrase definition World War Two: a time when many people lost their lives.</p>
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