

Southbourne Junior School
Progression in vocabulary, grammar and punctuation
Year 3

Word	Sentence	Text	Punctuation	Vocabulary
<ul style="list-style-type: none"> - Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto</i>. - Use of forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>). - Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>). 	<ul style="list-style-type: none"> - Expressing time , place and cause using conjunctions (for example, <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>), adverbs (for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) or prepositions (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i> because of). 	<ul style="list-style-type: none"> - Introduction to paragraphs as a way to group related material. - Headings and subheadings to aid presentation. - Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>). 	<ul style="list-style-type: none"> - Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> adverb preposition conjunction word family prefix clause subordinate clause consonant vowel inverted commas (or 'speech marks') direct speech
<p>YEAR 3 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn the grammar for Years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - Using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i> Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>		

Progression in vocabulary, grammar and punctuation

Year 4

Word	Sentence	Text	Punctuation	Vocabulary
<p>- The grammatical difference between plural and possessive –s. - Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>).</p>	<p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>). - Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>).</p>	<p>- Use of paragraphs to organise ideas around a theme. - Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</p>	<p>- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>] - Apostrophes to mark singular and plural possession [for example, <i>the girl's name, the girls' names</i>]. - Use commas after fronted adverbials.</p>	<p>determiner pronoun possessive pronoun adverbial</p>
<p>YEAR 3 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Learn the grammar for Years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns - Using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i> Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>		

Progression in vocabulary, grammar and punctuation

Year 5

Word	Sentence	Text	Punctuation	Vocabulary
<p>- Converting nouns or adjectives into verbs using suffixes [for example <i>-ate; -ise; -ify</i>].</p> <p>- Verb prefixes [for example <i>dis-, de-, mis-, over-, and re-</i>].</p>	<p>- Relative clauses beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun.</p> <p>- Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>].</p>	<p>- Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>].</p> <p>- Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>].</p>	<p>- Brackets, dashes or commas to indicate parenthesis.</p> <p>- Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>
<p>YEAR 5 OBJECTIVES Year 5-6 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Use the perfect form of verbs to mark relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun.</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - Using commas to clarify meaning or avoid ambiguity in writing - Using brackets, dashes or commas to indicate parenthesis <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading</p>		<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>		

Progression in vocabulary, grammar and punctuation

Year 6

Word	Sentence	Text	Punctuation	Vocabulary
<p>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>].</p> <p>- How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>- Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken(by me)</i>].</p> <p>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].</p>	<p>- Linking 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis.</p> <p>- Layout devices for example, headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>- Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>].</p> <p>- Use of a colon to introduce a list.</p> <p>- Punctuation of bullet points to list information.</p> <p>- How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>].</p>	<p>subject object active passive synonym antonym ellipsis subjunctive hyphen colon semi-colon bullet points</p>

YEAR 5 OBJECTIVES

Year 5-6 programme of study (statutory requirements)

Writing – vocabulary, grammar and punctuation

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Use passive verbs to affect the presentation of information in a sentence.

Use expanded noun phrases to convey complicated information concisely.

Learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- Using hyphens to avoid ambiguity
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading

Notes and guidance (non statutory)

Writing – vocabulary, grammar and punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.