

Rotherhithe Primary English Progression Skills: NC vocabulary, Grammar and Punctuation						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
word	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding e.g. whiteboard, superman.</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est in adjectives and the use of –ly to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes, (e.g. super–, anti–, auto–)</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (for e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–,</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request, go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (for example, big, large, little)</p>
sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using and</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question,</p>	<p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)</p>	<p>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> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the vase versus The vase was broken)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive</p>

		exclamation or command				forms as If I were or Were they to come in some very formal writing and speech)
Text	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Y1 + Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	Y1 and Y2 + Introduction to inverted commas to punctuate direct speech	Y1 Y2 Y3 + Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials	Y1 Y2 Y3 Y4 Y5 + Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Y1 Y2 Y3 Y4 Y5 + Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover
Terminology	letter capital letter word singular, plural sentence punctuation, full stop question mark exclamation mark	Y1 + Y2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Y1 Y2 + Y3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel letter inverted commas (or 'speech marks')	Y1 Y2 Y3 + Y4 determiner pronoun, possessive pronoun adverbial	Y1 Y2 Y3 Y4 + Y5 modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Y1 Y2 Y3 Y4 Y5 + Y6 subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points