

Rotherhithe Primary English Progression Skills: Vocabulary, Grammar and Punctuation							
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses letters and written words to convey meaning.</p>	<p>Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding e.g. whiteboard, superman.</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est in <b>adjectives</b> and the use of –ly to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, (e.g. super–, anti–, auto–)</p> <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. a rock, an open box)</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (for e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)</p> <p><b>Verb prefixes</b> (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 <b>words</b> can combine to make <b>sentences</b></p> <p>Writing a <b>name</b> independently</p> <p>Writing <b>labels and caption</b></p>	<p>Joining <b>words</b> and joining <b>sentences</b> using and</p>	<p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p>	<p>Expressing time, place and cause using <b>conjunctions</b> (e.g. when, before, after, while, so, because), <b>adverbs</b> (e.g. then, next, soon, therefore) or <b>prepositions</b> (e.g.</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><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. perhaps, surely)</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. I broke the vase versus <b>The vase was broken</b>)</p> <p>The difference between structures typical of informal</p>

			How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	before, after, during, in, because of)	Fronted adverbials (e.g. Later that day, I heard the bad news.)	or modal verbs (e.g. might, should, will, must)	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 <b>subjunctive</b> forms as If I were or Were they to come in some very formal writing and speech)
Text	Begins to separate words with spaces.	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>	Y1 + Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> <b>Commas</b> to separate items in a list <b>Apostrophes</b> 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 <b>punctuate</b> direct speech	Y1 Y2 Y3 + Use of inverted commas and other <b>punctuation</b> to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") <b>Apostrophes</b> to mark <b>plural</b> possession (e.g. the girl's name, the girls' names) Use of commas after <b>fronted adverbials</b>	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 <b>clauses</b> (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> 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	letter	Y1 +	Y1 Y2 +	Y1 Y2 Y3 +	Y1 Y2 Y3 Y4 +	Y1 Y2 Y3 Y4 Y5 +

	<p>sound word sentence</p>	<p>capital letter word singular, plural sentence punctuation, full stop question mark exclamation mark</p>	<p><b>Y2</b> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p><b>Y3</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel letter inverted commas (or 'speech marks')</p>	<p><b>Y4</b> determiner pronoun, possessive pronoun adverbial</p>	<p><b>Y5</b> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p><b>Y6</b> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points</p>
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