

Years 1-6 Punctuation, Grammar and Sentence Structure Progression Document



Progression in grammar and sentence structure

EYFS: To be able to write all letter sounds independently and write their name independently by the end of the year

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
Co-ordinating conjunctions* (and) *Introduction of 'because' from Sp2.	Subordinating conjunctions (when, if, that, because) Co-ordinating conjunctions (or, and, but)	Subordinating conjunctions (when, while, if, that, because, although) Co-ordinating conjunctions (or, and, but so)	Subordinating conjunctions (A WHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (A WHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (A WHITEBUS) Co-ordinating conjunctions (FANBOYS)
Leaving spaces between words	Past simple Past progressive (ing) Present simple Present progressive (ing)	Past simple Past progressive Present simple Present progressive Present perfect (has eaten)	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
	Adverbs Time	Adverbials Time, place and cause	Adverbials Time, place, cause and manner	Adverbials Time, place, cause, manner and degrees of possibility	Adverbials Time, place, cause, manner and degrees of possibility
		Prepositions	Prepositions	Prepositions	Prepositions
		choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

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		Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials
			Commas to mark subordinate clauses	Commas to mark subordinate clauses	Commas to mark subordinate clauses
				Commas for clarity and to avoid ambiguity	Commas for clarity and to avoid ambiguity
				Parenthesis (dashes, brackets, commas)	Parenthesis (dashes, brackets, commas)
					Hyphens to avoid ambiguity (e.g. man eating shark = man-eating shark)
					Colon to introduce a list after a main clause
					Semi-colon to separate items in a detailed list
					Semi-colon, colon, dash to mark the boundary between clauses
					Bullet points to list