Vocabulary, Grammar and Punctuation – Year-on-Year Progression of Core Knowledge and Skills

Year One

Word	Sentence	Text	Punctuation	Terminology
I understand what a noun is	I understand what a clause is	I can write a short narrative by writing a sequence of sentences	I can separate words with spaces	Letter
I understand what a verb is	I can combine words to make a simple sentence		I can use a capital letter at the start of a sentence	Capital letter
I can add -s or -es to nouns e.g. dog, dogs, wish, wishes	I can join words using 'and'		I can use capital letters for names	Word
I can add the suffix 'ing' to a verb where no change is needed in the spelling of the root word (helping)	I can join clauses using 'and'		I can use the personal pronoun 'I'	Singular
I can add the suffix 'ed' to a verb where no change is needed in the spelling of the root word (helped)			I can use full stops	Plural
			I can use question marks	Sentence
I can add the suffix 'er' to a verb where no change is needed in the spelling of the root word (helper)			I can use exclamation marks	Punctuation
				Full stop
I can add 'un' to change the meaning of a verb (unkind)				Question mark
				Exclamation mark

Year Two

Word	Sentence	Text	Punctuation	Terminology
I can form nouns using suffixes such as 'ness' or 'er'	I can use coordination to connect two equal sentences using 'or'	I can write in present tense	I can use capital letters in my writing	Noun
I can for nouns using compounding such as 'superhero'	I can use coordination to connect two equal sentences using 'and'	I can write in past tense	I can use full stops in my writing	Noun phrase
I can form adjectives using suffixes such as 'ful' or	I can use coordination to connect two equal sentences using 'but'	I can choose the correct tense to write in	I can use question marks in my writing	Statement
'less'	I can use subordination to connect an independent clause to a dependent clause (complex sentence) using 'when'	I can write in a chosen tense consistently throughout a piece of work	I can use exclamation marks in my writing	Question
I can form adjectives using suffixes 'er' and 'est'		I can use the progressive form of verbs in past tense (she is running)	I can use commas in a list	Exclamation
I can turn adjectives into adverbs using 'ly'	I can use subordination to connect an independent clause to a dependent clause using 'if'	I can use the progressive form of verbs in the present tense (she was running)	I can use apostrophes to show missing letters	Command
				Compound
	I can use subordination to connect an independent clause to a dependent clause		I can use apostrophes to show singular possession (The man's car)	Suffix
				Adjective
				Adverb
				Verb
				Tense
				Apostrophe

				Comma
	using 'that'			
	I can use subordination to connect an independent clause to a dependent clause using 'because'			
	I can expand noun phrases using description			
	I can expand noun phrases using specification (identifying something precisely)			
	I understand what makes a sentence a statement			
	I can write a statement			
	I understand what makes a sentence a question			
	I can write a question			
	I understand what makes a sentence an exclamation			
	I can write an exclamation			
	I understand what makes a sentence a command			
	I can write a command			

Year Three

Word	Sentence	Text	Punctuation	Terminology
I can form nouns using the prefix 'super'	I can express time using conjunctions (when, before, after, while, so, because)	I can begin to use paragraphs to group related sentences	I can begin to use inverted commas to show direct speech	Preposition
I can form nouns using the prefix 'anti'		I can use headings in my writing		Conjunction
I can form nouns using the prefix 'auto'	I can express place using conjunctions (when, before, after, while, so, because)	I can use sub-headings in my writing		Word family
I can 'a' or 'an' correctly	I can express cause using conjunctions (when, before, after, while, so, because)	I can use the present perfect form of verbs (He has gone out to play instead of he went out to play)		Prefix
I can identify words that are related (detect, detective, detection, detecting, undetected)				Clause
	I can express time using adverbs (then, next, soon, therefore)			Subordinate clause
	I can express place using adverbs (then, next, soon, therefore)			Direct speech
	I can express cause using adverbs (then, next, soon, therefore)			Consonant
	I can express time using prepositions (before, after, during, in, because of)			Vowel
				Inverted commas

	I can express place using prepositions (before, after, during, in, because of)			
	I can express cause using prepositions (before, after, during, in, because of)			

Year Four

Word	Sentence	Text	Punctuation	Terminology
I know the difference between plural and possessive 's' I can use plural and possessive 's' correctly I can use standard English in my writing ('I did' instead of 'I done'	I can expand noun phrases by adding modifying adjectives I can expand noun phrases by adding modifying nouns I can expand noun phrases by adding proposition phrases I can use fronted adverbials	I can use paragraphs to organize my ideas around a theme I can choose appropriate nouns and pronouns to avoid repetition	I can use inverted commas I can use other punctuation, such as commas, to indicate direct speech I can use apostrophes to mark plural possession I can use commas after fronted adverbials	Determiner Pronoun Possessive pronoun (mine, yours, hers, theirs) Adverbial

Year Five

Word	Sentence	Text	Punctuation	Terminology
I can convert nouns or adjectives into verbs using the suffix 'ate' I can convert nouns or adjectives into verbs using the suffix 'ise' I can convert nouns or adjectives into verbs using the suffix 'ify' I can the verb prefix 'dis' I can the verb prefix 'de' I can the verb prefix 'mis' I can the verb prefix 'over' I can the verb prefix 're'	I can write a relative clause beginning with 'who' I can write a relative clause beginning with 'which' I can write a relative clause beginning with 'where' I can write a relative clause beginning with 'when' I can write a relative clause beginning with 'whose' I can write a relative clause beginning with 'that' I can write a relative clause with a relative pronoun (The woman that the man knew was very knowledgeable) I can write a relative clause with an omitted relative pronoun (The woman the man knew was very knowledgeable)	I can use 'then' to build cohesion within a paragraph I can use 'after that' to build cohesion within a paragraph I can use 'this' to build cohesion within a paragraph I can use 'firstly' to build cohesion within a paragraph I can link ideas across paragraphs using adverbials for time (e.g. later) I can link ideas across paragraphs using adverbials for place (e.g. nearby) I can link ideas across paragraphs using adverbials for number (e.g. secondly) I can link ideas across paragraphs using adverbials for tense (e.g. he had seen her before)	I can use brackets to indicate parenthesis I can use dashes to indicate parenthesis I can use commas to indicate parenthesis I can use commas to clarify meaning I can use commas to avoid ambiguity (ambiguity = open to more than one interpretation)	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity

	I can indicate degrees of possibility using the adverb 'might'			
	I can indicate degrees of possibility using the adverb 'should'			
	I can indicate degrees of possibility using the adverb 'will'			
	I can indicate degrees of possibility using the adverb 'must'			
	I can indicate degrees of possibility using other adverbs			

Year Six

Word	Sentence	Text	Punctuation	Terminology
I know when to, and can, write informally using the correct vocabulary (find out, ask for, go in)	I can make use of the passive to affect the presentation of information in a sentence (I broke the window in the greenhouse)	I can link ideas across paragraphs using the cohesive device of word or phrase repetition	I can use a semi-colon to mark the boundary between independent clauses	Subject
I know when to, and can, write formally using the correct vocabulary (discover, request, enter)	I can write informally using question tags	I can link ideas across paragraphs using the adverbial 'on the other hand' as a grammatical connection to create cohesion	I can use a colon to mark the boundary between independent clauses	Object
I understand how synonyms are related to words by meaning (big, large, huge)	I can write formally using subjunctive forms such as 'If I were' or 'Were they to come' in very formal writing	I can link ideas across paragraphs using the adverbial 'in contrast' as a grammatical connection to create cohesion	I can use a dash to mark the boundary between independent clauses	Active
I understand how antonyms are related to words by meaning (big, small, miniscule, tiny)	I know the difference between formal and informal	I can link ideas across paragraphs using the adverbial 'as a consequence' as a grammatical connection to create cohesion	I can use a colon to introduce a list	Passive
	I can choose, and consistently use, formal or informal writing depending on what is appropriate	I can link ideas across paragraphs using ellipsis	I can use semi-colons within a list	Synonym
		I can use headings as a layout device to structure text	I can use bullet points to list information	Antonym
		I can use sub-headings as a layout device to structure text	I can use hyphens to avoid ambiguity (a man, eating shark instead of a man-eating shark)	Ellipsis
		I can use columns as a layout device to structure text		Hyphen
		I can use bullets as a layout device to structure text		Colon
		I can use tables as a layout device to structure text		Semi-colon
				Bullet points