




Punctuation and Grammar Ladder Year 1 - 6

Punctuation					
Each year group is progressive so should continue to embed objectives from previous year groups					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use capital letters for names and "I."	Use apostrophes for contraction.	Use commas after fronted adverbials.	Use apostrophes for plural possession.	Use brackets, dashes, or commas to indicate parenthesis.	Use hyphens with compound words or prefix to root with vowels e.g. pre-empt
Leave finger spaces between words.	Apostrophes for possession (singular).	Use inverted commas to punctuate direct speech.	Commas after a reporting clause	Use commas to clarify meaning or avoid ambiguity.	Use colons to introduce a list, quote and explanation.
Begin using capital letters, full stops, question marks, and exclamation marks.	Use commas in lists.		Use inverted commas with other speech punctuation.		Word or phrases in Parenthesis demarcated with either brackets or inverted commas.
					Ellipsis for omission Bullet Points to separate items in a list (a bullet point list should be punctuated consistently either with a ; or .).
					Use semi-colons, to link two independent clauses.
					Use punctuation consistently in formal writing.



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Grammar					
<i>Each year group is progressive so should continue to embed objectives from previous year groups</i> 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the meaning of the word tense.	Know what a tense is.	Understand what tense is.	Understand and explain what tense is.	Use progressive and perfect tense and understand the term tense.	Know the table of past present future and simple, progressive, perfect simple and perfect progressive.
Identify and can use past tense.	Identify and use sentences and verbs in the present, past and progressive tense.	Identify and use progressive and perfect tense.	Identify and use perfect and progressive tenses.	Use past progressive and past perfect tense.	Recognise and use the subjunctive mood.
	Use subordination (when, if, that, because).		Understand and use the following: comparative, superlative, determiners, and possessive pronouns.	Use relative clauses beginning with who, which, where, when, whose, or that.	Identify and correctly add indefinite and definite articles to sentences.
	Use coordination (or, and, but).		Reporting clause-in direct speech to show who is speaking and how it's being spoken.	Understand and use relative pronouns and personal pronouns.	




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Word Classes					
<i>Each year group is progressive so should continue to embed objectives from previous year groups</i>					
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Identify and use nouns, verbs and adjectives.	Identify and explain noun, verb and adjective.	Identify and use noun phrases and imperative verbs.	Identify and use adverbials of time, place and manner.	Use modal verbs to indicate possibility (e.g., might, could).	Identify and use auxiliary and modal verbs.
	Identify and use noun phrases.	Identify and use pronouns.	Identify comparative and superlative adjectives.	Identify and use personal, possessive and relative pronouns	
	Use adverbials of time and place.	Identify and use time and place adverbials for time, place and manner.	Use fronted adverbials and use a comma after fronted adverbials.		
	Use conjunctions and, because, or.	Identify and use coordinating conjunctions.	Identify and use coordinating and subordinating conjunctions.		
	Identify and use an imperative verb.	Use prepositions.	Identify and use prepositions.		
		Identify and use determiners.	Identify and use pronouns and possessive pronouns.		




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Sentence Structure					
<i>Each year group is progressive so should continue to embed objectives from previous year groups</i> 					
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Understand what a sentence is	Understand and recognise a sentence.	Know what a clause is.	Explain and identify a clause.	Use cohesive device markers to link text and aid understanding.	Identify cohesive devices, words and markers used to link the text.
Recognise and can use the subject, object and verb in a sentence.	In a sentence, identify and use a subject, verb and object.	Identify and use a main clause and subordinating clause within a sentence.	Identify and use reporting clause in a sentence.	Identify and use relative clauses, reporting clauses and subordinate clauses within sentences.	Know passive and active sentences and phrases.
Understand and use simple conjunctions (and).	Identify and use different sentence types; command, exclamation statement and question.				



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Composition					
<i>Each year group is progressive so should continue to embed objectives from previous year groups</i> 					
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Write simple sentences that make sense and are grammatically correct, punctuated correctly and include adjectives.	Increase range of sentence structures by using coordinating and subordinating conjunctions, noun phrases and different sentence types; Command, Question, Exclamation, Statement.	Use conjunctions, prepositions and adverbs to aid cohesion.	Extend and aid cohesion between sentences through the use of adverbials and expanded noun phrases.	Convert nouns or adjectives into verbs using suffixes.	Use of passive voice appropriately.
Link words and clauses using 'and'.	Use past, present and progressive tense consistently throughout a piece of writing.	Begin to write more formal sentences.	Experiment with formal and informal styles of writing.	Use of tense to reference back or ahead.	Show awareness and use of grammar typical of formal and informal speech in writing.
	Punctuate sentences correctly.	Writing should include extended sentences.	Use the standard form for verb inflections.	Use of relative clauses.	Use and select words for clarity and effect.
	Choose sentence types according to purpose.	Build cohesion through the use of paragraphs to group material together and headings and sub-headings in non-narrative.	Use paragraphs to organise ideas into a theme. Build cohesion within and across sentence.	Extend sentence structures and aid cohesion through linking ideas across paragraphs using adverbials.	Link ideas across paragraphs using a wider range of cohesive devices (e.g., repetition, ellipsis, adverbials).



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	Begin to organise related ideas into sections or paragraphs.			Develop use of language and select words for clarity or the effect on the reader.	
				Use the cohesive devices taught to develop flow and aid the reader.	