

## Cobbs Brow Primary Progression in Vocabulary, Grammar and Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>□ Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>□ Write simple sentences that can be read by themselves and others.</li> <li>□ Separate words with spaces.</li> <li>□ Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>□ Use capital letter for the personal pronoun I.</li> <li>□ Use capital letters for names of people, places and days of the week.</li> <li>□ Identify and use question marks and exclamation marks.</li> <li>□ Use the joining word <i>and</i> to link words and clauses.</li> <li>□ Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>□ Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes.</i></li> <li>□ Add suffixes to verbs <b>where no spelling change is needed</b> to the root word e.g. <i>helping, helped, helper.</i></li> <li>□ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</li> <li>□ Use sentences with different forms: statement, question, command, exclamation.</li> <li>□ Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>□ Use commas to separate items in a list.</li> <li>□ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>□ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i></li> <li>□ Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> <li>□ Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>□ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> <li>□ Select, generate and effectively use verbs.</li> <li>□ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>□ Use past tense for narrative, recount (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify clauses in sentences.</li> <li>□ Explore and identify main and subordinate clauses in complex sentences.</li> <li>□ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so.</i></li> <li>□ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>□ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>□ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>□ Use inverted commas to punctuate direct speech (speech marks).</li> <li>□ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play (present perfect) instead of he went out to play (simple past).</i></li> <li>□ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box. anti, auto.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>□ Use commas to mark clauses in complex sentences.</li> <li>□ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>□ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>□ Use commas after fronted adverbials.</li> <li>□ Identify, select and use determiners including: <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives: <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>□ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></li> <li>□ Identify, select and effectively use pronouns.</li> <li>□ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man, bungalow</i> rather than <i>house.</i></li> <li>□ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> <li>□ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>I were, I did</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></li> <li>□ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>□ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>□ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i></li> <li>□ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>□ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>□ Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> <li>□ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>□ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Manipulate sentences to create particular effects.</li> <li>□ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>□ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>□ Use ellipsis to link ideas between paragraphs.</li> <li>□ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>□ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>□ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>□ Identify the subject and object of a sentence.</li> <li>□ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>□ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I</i></li> </ul>

	<p>diary, newspaper report, biography) historical reports.</p> <ul style="list-style-type: none"> <li>□ Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>□ Select, generate and effectively use <b>nouns</b>.</li> <li>□ Select, generate and effectively use <b>adjectives</b>.</li> <li>□ Identify, generate and effectively use <b>noun phrases</b>, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> </ul>		<p>instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p> <ul style="list-style-type: none"> <li>□ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>	<ul style="list-style-type: none"> <li>□ Identify and use <b>dashes</b> to indicate <b>parenthesis</b>, e.g. in less formal writing: <i>The cake was lovely - delicious in fact - so I had another slice</i>.</li> <li>□ Link ideas across paragraphs using <b>adverbials</b> or <b>time, place and numbers</b> e.g. <i>later, nearby, secondly</i>.</li> <li>Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.</li> <li>□ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.</li> <li>□ Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>□ Explore, collect and use <b>adverbs</b> to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>.</li> </ul>	<p><i>have eaten lunch already</i> (present perfect); <i>I will have eaten lunch by then</i> (future perfect).</p> <ul style="list-style-type: none"> <li>□ Punctuate <b>bullet points</b> consistently.</li> <li>□ Identify and use <b>colons</b> to introduce a list.</li> <li>□ Identify and use <b>semi-colons</b> within lists.</li> <li>□ Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>maneating shark</i>.</li> </ul> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out - discover, ask for - request, go in - enter</i>.</p> <ul style="list-style-type: none"> <li>□ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></li> <li>□ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>.</li> </ul>
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