

Timbercroft Grammar Skills Progression Map

Year Group	Grammar	Grammatical Terminology	Punctuation	Spelling	Handwriting
EYFS	to combine words to make sentences,	Letter, capital letter, full stop, sentence punctuation, word	-Write short sentences with a capital letter and full stop	-Use their knowledge of print and letter in their early writing -Spell words by identifying the sounds and then writing the sound with letter/s -Write some or all of their name	-Form lower-case and capital letters correctly
Year 1	- to combine words to make sentences, including using and - Sequencing sentences to form short narratives - joining words and joining clauses using "and"	capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, prefix, suffix, adjective, conjunctions	- sentence demarcation (. ! ?) - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	-words containing each of the 40+ phonemes taught - common exception words - days of the week - spelling rule for adding -s or -es Use the prefix un- -using -ing, -ed, -er and -est (suffix) -un- prefix to change meaning of adjectives/adverbs	-sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct size and direction, starting and finishing in the right place - form capital letters - separation of words with spaces - form digits 0-9 - understand which letters belong to which handwriting 'families' and to practise these
Year 2	- verbs to indicate time are used correctly and consistently, including verbs in the continuous form - subordination (using when, if, that, or because) and coordination (using or, and, or but) - adverbs	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	- sentence demarcation (. ! ?) -commas in lists - apostrophes for contracted forms and the possessive (singular)	- phonetically plausible spellings - common exception words - homophones - learning the possessive apostrophe (singular) - learning to spell more words with contracted forms - add suffixes to spell longer	- form capital and lower-case letters of the correct size relative to one another -use spacing between words that reflects the size of the letters - start using some of the diagonal and horizontal

	- expanded noun phrases - sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form			words, including -ment, -ness, -ful, -less, -ly	strokes needed to join letters
Year 3	- use sentence in their different forms (statement, question, command, exclamation) - use expanded noun phrases - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using conjunctions, adverbs and prepositions to express time and cause (and place) - using the present perfect form of verbs in contrast to the past tense - use the correct form of 'a' or 'an'	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), statement, question, command, exclamation	- using and punctuating direct speech (i.e. Inverted commas) - use commas to separate clauses	- common exception words - use prefixes (un-, pre-, dis-, mis-, re-, sub-, tele-, super-, auto-) - use suffixes (-s, -es, -ed, -ing, -er, -ness, -ful, -less, -ly) - homophones - the possessive apostrophe (singular) - apostrophe for contraction	- use the diagonal and horizontal strokes that are needed to join letters
Year 4	- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use a wider range of conjunctions, including when, if, because, although - using fronted adverbials - Standard English verb inflections (I did vs I done) - prepositions	determiner, pronoun, possessive pronoun, adverbial	- using commas after fronted adverbials - using and punctuating direct speech (including punctuation within and surrounding inverted commas) - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	- common exception words - word endings (-ure, -ture, -tion, -sion, -ssion, -cian) - use prefixes (in-, il-, im-, ir-, anti-, inter-) - use suffixes (-ing, -en, -er, -ed, -ation, -ly, -ous) - possessive apostrophe for singular and plural - homophones	- use the diagonal and horizontal strokes that are needed to join letters - increase the legibility, consistency and quality of their handwriting

	- using plural and possessive -s				
Year 5	- ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement - using modal verbs or adverbs to indicate degrees of possibility - using the perfect form of verbs to mark relationships of time and cause - using relative clauses beginning with who, which, where, when, whose - use a range of different sentence structures (main clause, subordinate clause, relative clause, range of openers) - using standard and non-standard dialogue	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	- using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- common exception words - spell some words with 'silent' letters - homophones - use knowledge of morphology and etymology in spelling - word endings (-ough, -able, -ible, -ably, -ibly) - use of hyphen - suffixes	- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Year 6	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - differences in informal and formal language - synonyms & Antonyms - further cohesive devices such as grammatical connections and adverbials	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	- using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use of ellipsis	- common exception words - word endings (-able, -ably, -ible, -ibly, -cious, -tious, -ough, -tial, -cial, -ant, -ance, -ent, -ence, -ency) - use further prefixes and suffixes and understand the guidance for adding them - homophones	- maintain legibility in joined handwriting when writing at speed