Progression in Punctuation

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Key Learning in Writing | * Separate words with spaces.
* Use capital letters, and full stops.
* Use capital letter for the personal pronoun I.
* Use capital letters for names of people, places and days of the week.
* Identify and use question marks and exclamation marks.
 | * Secure the use of full stops, capital letters, exclamation marks and question marks.
* Use commas to separate items in a list.
* Use apostrophes for contracted forms.
* Use apostrophes for singular possession in nouns.
 | * Use the comma to separate clauses in complex sentences where the subordinate clause appears first
* Use inverted commas to punctuate direct speech (speech marks).
 | * Use commas to mark clauses in complex sentences.
* Use commas after fronted adverbials.
* Use inverted commas and other punctuation to indicate direct speech.
* Use apostrophes for singular and plural possession.
 | * Demarcate complex sentences using commas in order to clarify meaning.
* Use commas to avoid ambiguity,
* Identify and use commas to indicate parenthesis.
* Identify and use brackets to indicate parenthesis.
* use dashes to indicate parenthesis.
 | * Use ellipsis to link ideas between paragraphs.
* Identify and use semi-colons to mark the boundary between independent clauses.
* Punctuate bullet points consistently.
* Identify and use colons to introduce a list.
* Identify and use semi-colons within lists.
* Explore how hyphens can be used to avoid ambiguity.
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| Terminology for Pupils | letter, capital letter word, sentence, punctuation, full stop **(.)**, question mark **(?)**, exclamation mark **(!)** | Apostrophe **(')**, comma **(,)**. | inverted commas (or ‘speech marks’) **(" ")** |  | parenthesis, bracket **( )**, dash **(-)** | ellipsis **(…)**, hyphen **(-)**, colon **(:)**, semi-colon **(;)**, bullet points  |

Progression in Punctuation – Exemplification

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| Year Group | **Grammar and Punctuation element from *Key Learning in Writing*** | **Example** |
| **Year 1** | Separate words with spaces. | * *The goats trot over the bridge.*
 |
| **Year 1** | Use capital letters, and full stops. | * ***F****armer* ***R****at went to market to get a turnip****.***
 |
| **Year 1** | Use capital letter for the personal pronoun I. | * ***I*** *like eating chips.*
 |
| **Year 1** | Use capital letters for names of people, places and days of the week. | * *On* ***M****onday I went to* ***P****reston with* ***J****ordan.*
 |
| **Year 1** | Identify and use question marks and exclamation marks. | * *Where do arctic foxes live****?*** *(Who, what, where, when, why, how).*
* *What a fantastic day****!***
 |
| **Year 2** | Secure the use of full stops, capital letters, exclamation marks and question marks. | * ***T****he giraffe has eaten all the leaves****.***
* *How kind of you to bring chocolate cakes****!***
* *How**did Neil Armstrong feel when he landed on the moon****?***
 |
| **Year 2** | Use commas to separate items in a list. | * *You will need grapes****,*** *strawberries****,*** *lemons and sugar.*
 |
| **Year 2** | Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll. | * *Rabbits can****'****t run as fast as cheetahs.*
* *You need to drink water if you****'****re thirsty.*
* *I****'****ll help you to plant the seeds.*
 |
| **Year 2** | Use apostrophes for singular possession in nouns, e.g. the girl’s name. | * *The boy's jumper was dirty.*
 |
| **Year 3** | Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining**,** we decided not to take our coats. | * *If the bird hadn’t dropped the crumbs on the ground****,*** *the forest would still be made of tin.*
 |
| **Year 3** | Use inverted commas to punctuate direct speech (speech marks). | * ***“****I’m off to London,****”*** *announced Jack.*
* ***“****Where have you gone Stig?****”*** *said Barney crossly.*
 |
| **Year 4** | Use commas to mark clauses in complex sentences. | * *When it is sunny****,*** *we need to wear a hat.*
 |
| **Year 4** | Use commas after fronted adverbials. | * *Before long****,*** *the rats had all disappeared.*
* *In the distance****,*** *Lila could see Mount Merapi.*
 |
| **Year 4** | Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced*, “Be back here at four o’ clock.”* | * ***“Y****ou horrible little boy****,”*** *roared the Elephant Master****. “****You’ve done it again haven’t you****?”***
 |
| **Year 4** | Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* | * *The girl****'****s red shoe.*
* *The girls****'*** *red shoes.*
 |
| **Year 5** | Demarcate complex sentences using commas in order to clarify meaning.  | * *We ate chocolate cupcakes and strawberries.*
* *We ate chocolate****,*** *cupcakes and strawberries.*
 |
| **Year 5** | Use commas to avoid ambiguity, e.g. *‘Let’s eat Grandma.’ and ‘Let’s eat, Grandma.’* | * *Leonora walked on her head a little higher than usual.*
* *Leonora walked on****,*** *her head a little higher than usual.*
 |
| **Year 5** | Identify and use commas to indicate parenthesis, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*  | * *Sarah is****,*** *I believe****,*** *our best student.*
 |
| **Year 5** | Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. | * *Sam and Emma* ***(his oldest children)*** *are coming to visit him next weekend.*
 |
| **Year 5** | Identify and use dashes to indicate parenthesis, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* | * *Margaret is generally very happy* ***– she sings in the mornings –*** *but responsibility weighs her down.*
 |
| **Year 6** | Use ellipsis to link ideas between paragraphs. | * *Only time would tell…*
 |
| **Year 6** | Identify and use semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.* | * *Whales are found all over the world****;*** *they migrate to find food and a mate.*
 |
| **Year 6** | Punctuate bullet points consistently. | * *Essential qualities for this position:*
* *punctual*
* *well-organised*
* *excellent communication skills*
* *motivated*
 |
| **Year 6** | Identify and use colons to introduce a list.  | * *You need four things to make your sandwich****:*** *bread, cheese, lettuce and tomatoes.*
 |
| **Year 6** | Identify and use semi-colons within lists.  | * *I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.*
 |
| **Year 6** | Explore how hyphens can be used to avoid ambiguity e.g. *man eating shark versus man-eating shark.* | * *The footballer* ***resigned*** *from his position.*
* *The footballer* ***re-signed*** *his contract.*
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