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. |
| 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.* |