HCAT GPS Whole School Progression Document

Year	Grammar	Punctuation	Spelling
EYFS	- Recognise whether or not oral sentences make sense. - Know that words are ordered from left to right. - To orally use 'and' and 'because' in everyday speech. - To use past, present and future tenses when talking about events.	- Begin to use capital letters for the start of sentences and full stops at the end. - Use finger spaces between words.	- Read, write and spell phase 2 and 3 high frequency words: *a, to, the, no, I, go, into, he, we, she, me, be, all, was, they, you, are, her, my* *Minimum expectation
Y1	- Join words and clauses using 'and'. - Combine words to make sentences. - Sequence sentences for short narratives. - Re-read own writing or written text to ensure it makes sense.	- Use capital letters for names and the personal pronoun 'I' - Use capital letters and full stops consistently to demarcate sentences. - Begin to use ? and ! to demarcate sentences.	- Read, write and spell phase 4 and 5 high frequency words: *said, like, do, come, there, one, out, have, some, so, where, little, when, what, oh, their, people, Mr, Mrs, looked, called, asked, could* *Minimum expectation
Y2	- Use subordination (*when, if, that, because*) and co-ordination (*or, and, but*) - Use expanded noun phrases for description and specification (*the blue butterfly, plain flour, the man on the moon*) - To recognise the functions of different sentences i.e. statements, commands, questions, exclamations. - Use past and present tense consistently throughout writing. - Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. *she is drumming, he was shouting*	- Use ? and ! accurately to demarcate sentences especially sentences beginning with 'what' or 'how' e.g. *What a good friend you are!* - Use commas to separate items in a list. - Use apostrophes to mark contractions and singular possession nouns.	Read, write and spell: - Days of the week - Months of the year - Suffixes…*ful, less, er, est, ness, ment, ly, ing, tion* for nouns and adjectives

Y3	- Use conjunctions (*when, before, after, while, so, because*), adverbs (*then, next, soon, therefore*) and prepositions (*before, after, during, in, because of*) to express time, place and cause - Use paragraphs to group related material. - Use headings and sub-headings to organise writing in non-fiction pieces - Use the present perfect form of verbs instead of the simple past e.g. *He has gone out to play* versus *He went out to play*	- Use inverted commas to punctuate direct speech.	**Refer to National Curriculum Appendix for Spelling objectives and word lists.**
Y4	- Expand noun phrases by including modifying adjectives, nouns and preposition phrases e.g. *the teacher* expanded *the strict maths teacher with curly hair* - Use fronted adverbials (*Later that day, I heard the bad news*) - Use paragraphs to organise ideas around a theme - Choose whether to use nouns or pronouns within and across sentences to avoid repetition	- Use inverted commas to accurately punctuate direct speech. - Use punctuation accurately before and within direct speech e.g. after the reporting clause (*The conductor shouted, "Sit down!"*) - Use apostrophes to mark **plural** possession. e.g. *the girls' names* - Use commas for fronted adverbials.	
Y5	- Use relative clauses beginning with *who, which, where, when, whose, that* - Use adverbs (*perhaps, surely*) or modal verbs (*might, should, will, must*) to indicate degrees of possibility - Use adverbials of time to link ideas across paragraphs e.g. *later*	- Use brackets, dashes or commas to indicate parenthesis. - Use commas to clarify meaning or avoid ambiguity. (*Eats shoots and leaves; Eats, shoots and leaves*)	

| Y6 | - Use the passive voice to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*
- Choose and use formal and informal speech to match the purpose of the writing e.g. the use of question tags : *He's your friend, isn't he?*
- Use subjunctive forms such as *If I were* or *Were they to* **come** in some very formal writing
- Use a range of cohesive devices to like ideas across paragraphs e.g. repetition of a word or phrase, use of adverbials or ellipses
- Use structural features to organise text e.g. headings, sub-headings, columns | - Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. *(It's raining; I'm fed up)*
- Use the colon to introduce a list and use of semi-colons within lists.
- Use bullet points to list information.
- Understand how hyphens can be used to avoid ambiguity e.g. *(man eating shark* versus *man-eating shark)* | |