

GMA English progression document – vocabulary, grammar and punctuation – taken from National Curriculum English Appendix 2

| | Year one | Year two | Year three | Year four | Year five |
|----------|---|---|---|--|--|
| Word | Regular plural noun suffixes –s or –es Suffixes that can be added to verbs where no change is needed in the spelling of root words prefix un– | Formation of nouns using suffixes eg –ness, –er compounding , eg whiteboard, superman Formation of adjectives using suffixes eg–ful, less Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs | Nouns using prefixes eg super–, anti–, auto– A / an Word families based on common words, eg solve, solution, solver, dissolve, insoluble | Grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms eg we were instead of I was, or I did instead of I done | Converting nouns or adjectives into verbs using suffixes eg –ate; –ise; –ify Verb prefixes eg dis–, de–, mis–, over– and re– |
| Sentence | How words can combine to make sentences Joining words and joining clauses using and | Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification eg the blue butterfly, the man in the moon How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the strict maths teacher with curly hair) Fronted adverbials eg Later that day, I heard the bad news | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Possibility using adverbs Eg <i>perhaps, surely</i> , or modal verbs eg might, should, will, must |
| Text | Sequencing sentences to form short narratives | Correct/consistent use of present tense and past tense throughout writing Use of progressive form of verbs in the present and past tense to mark actions in progress [eg she is drumming, he was shouting] | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbs instead of the simple past | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Devices to build cohesion within a paragraph eg then, after that, Linking ideas across paragraphs using adverbials of time, place and number or tense choices eg he had seen her before |

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| Punctuation | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark omitted letters singular possession in nouns [eg, the girl's name]</p> | <p>Introduction to inverted commas to punctuate direct speech</p> | <p>Inverted commas and other punctuation to indicate direct speech eg a comma after the reporting clause</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> |
| Terminology | <p>letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p> | <p>noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p> | <p>preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p> | <p>determiner pronoun, possessive pronoun adverbial</p> | <p>modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity</p> |