

Progression in Punctuation

	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

Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 1	Separate words with spaces.	<i>The goats trot over the bridge.</i>
Year 1	Use capital letters, and full stops.	<i>Farmer Rat went to market to get a turnip.</i>
Year 1	Use capital letter for the personal pronoun I.	<i>I like eating chips.</i>
Year 1	Use capital letters for names of people, places and days of the week.	<i>On Monday I went to Preston with Jordan.</i>
Year 1	Identify and use question marks and exclamation marks.	<i>Where do arctic foxes live? (Who, what, where, when, why, how).</i> <i>What a fantastic day!</i>
Year 2	Secure the use of full stops, capital letters, exclamation marks and question marks.	<i>The giraffe has eaten all the leaves.</i> <i>How kind of you to bring chocolate cakes!</i> <i>How did Neil Armstrong feel when he landed on the moon?</i>
Year 2	Use commas to separate items in a list.	<i>You will need grapes, strawberries, lemons and sugar.</i>
Year 2	Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.	<i>Rabbits can't run as fast as cheetahs.</i> <i>You need to drink water if you're thirsty.</i> <i>I'll help you to plant the seeds.</i>
Year 2	Use apostrophes for singular possession in nouns, e.g. the girl's name.	<i>The boy's jumper was dirty.</i>
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.	<i>If the bird hadn't dropped the crumbs on the ground, the forest would still be made of tin.</i>
Year 3	Use inverted commas to punctuate direct speech (speech marks).	<i>"I'm off to London," announced Jack.</i> <i>"Where have you gone Stig?" said Barney crossly.</i>
Year 4	Use commas to mark clauses in complex sentences.	<i>When it is sunny, we need to wear a hat.</i>
Year 4	Use commas after fronted adverbials.	<i><u>Before long</u>, the rats had all disappeared.</i> <i><u>In the distance</u>, Lila could see Mount Merapi.</i>

Year 4	Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, <i>"Be back here at four o' clock."</i>	<i>"You horrible little boy," roared the Elephant Master. "You've done it again haven't you?"</i>
Year 4	Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i>	<i>The girl's red shoe.</i> <i>The girls' red shoes.</i>
Year 5	Demarcate complex sentences using commas in order to clarify meaning.	<i>We ate chocolate cupcakes and strawberries.</i> <i>We ate chocolate, cupcakes and strawberries.</i>
Year 5	Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i>	<i>Leonora walked on her head a little higher than usual.</i> <i><u>Leonora walked on, her head a little higher than usual.</u></i>
Year 5	Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>	<i>Sarah <u>is, I believe,</u> our best student.</i>
Year 5	Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.	<i>Sam and Emma (his oldest children) are coming to visit him next weekend.</i>
Year 5	Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i>	<i>Margaret is generally very happy – she sings in the mornings – but responsibility weighs her down.</i>
Year 6	Use ellipsis to link ideas between paragraphs.	<i>Only time would tell...</i>
Year 6	Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>	<i>Whales are found all over the world; they migrate to find food and a mate.</i>
Year 6	Punctuate bullet points consistently.	- <i>Essential qualities for this position:</i> <i>punctual</i> <i>well-organised</i> <i>excellent communication skills</i> <i>motivated</i>
Year 6	Identify and use colons to introduce a list.	<i>You need four things to make your sandwich: bread, cheese, lettuce and tomatoes.</i>
Year 6	Identify and use semi-colons within lists.	<i>I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.</i>
Year 6	Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark.</i>	<i>The footballer resigned from his position.</i> <i>The footballer re-signed his contract.</i>