Punctuation and grammar progression coverage map 2025/2026

This PAG skills and progression document is a working document based on the National Curriculum – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to build children's understanding of punctuation and grammar. Teachers are required to cover all aspects of the document for the year taught, but can decide on the sequence and timings based upon most purposeful and appropriateness of genres covered. The specific genre progression documents to accompany this coverage map, provide structure and guidance for each year group stage, in line with National Curriculum. Text structure is to be adhered to but sentence construction, word/language, punctuation and terminology remain at the discretion of the teacher and are to be used where most purposeful. In this document, English substantive knowledge is considered to be the ability to effectively plan, draft, and construct writing for different purposes with knowledge of structural, grammatical and linguistic features. Disciplinary knowledge is considered to be the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. As such, children use both types of knowledge while learning about punctuation and grammar.

National Curriculum	Pupils should be taught to:		Pupils should be taught to:	
	- develop their understanding of the concepts set out in English Appendix 2 by: - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading		- develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	
Skill	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Punctuation	*(Re-cap from Year 2)* ** To use capital letters, full stops, question marks and exclamation marks to demarcate sentences* ** To use commas to separate items in a*	To use **apostrophes** to mark **plural possession** [for example, the girl's name, the girls' names] To use **commas** after a **fronted adverbial**	To use **Brackets**, **dashes** or **commas** to indicate **parenthesis** To use **commas** to clarify **meaning** or avoid **ambiguity**	To use the **semi-colon, colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up] To use of the **colon** to introduce a list

	list ** To use **apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]* ** To start to use **inverted commas** to punctuate direct speech SPRC* ** To start to use **apostrophes** for singular possession*	To use **inverted commas** and other **punctuation** to indicate **direct speech** SPRC RCSC [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] To use **apostrophes** - plural possession		and use of **semi-colons** within lists To use the punctuation of **bullet points** to list information To understand how **hyphens** can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover To use **Ellipsis.**
Text	*(Re-cap from Y2)* *To make the correct choice and maintain consistent use of **present tense** and **past tense** throughout writing* *To use of the **progressive form** of verbs in the **present** and **past tense** to mark actions in **progress** [for example, she is drumming, he was shouting]* *(Y3)* To begin to use **paragraphs** as a way to group related material To use **Headings** and **sub-headings** to aid presentation *(emerging, grouping)* To use of the **present perfect form** of verbs instead of the **simple past** [for example, He has gone out to play contrasted with He went out to play] To ensure tense consistency	To use of **paragraphs** to organise ideas around a theme To use appropriate choice of **pronoun** or **noun** within and across sentences to aid **cohesion** and avoid **repetition** To vary verb forms within tense	To use d**evices** to build **cohesion** within a **paragraph** [for example, then, after that, this, firstly] To link ideas across paragraphs using **adverbials of time** [for example, later], **place** [for example, nearby] and **number** [for example, secondly] or **tense choices** [for example, he had seen her before]	To link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis** To use layout devices [for example, **headings, sub-headings, columns, bullets, or tables,** to structure text]
Sentence	(Re-cap from Y2) To use **subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) To use **Expanded noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] To understand the grammatical patterns in a sentence and how they indicate its function as a **statement, question, exclamation** or **command**	To use **noun phrases** expanded by the addition of **modifying adjectives, nouns** and **preposition phrases** (e.g. the teacher expanded to: the strict maths teacher with curly hair) To use **fronted adverbials** [for example, Later that day, I heard the bad news.]	To use **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted **relative pronoun** To Indicate degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must] To identify and use Collective nouns	To use the **passive** to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. To understand the difference between **structures** typical of **informal speech** and structures appropriate for **formal speech** and writing [for example, the use of question tags: He's your friend, isn't

	To use simple adverbials To express **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] *MC MCMC MCSC*	MC MCMC MCSC SC,MC	MC MCMC MCSC SC,MC MC,SC,MC MC(SC)MC MC-SC-MC 3 clause sentences	he?, or the use of **subjunctive forms** such as If I were or Were they to come in some very formal writing and speech] MC MCMC MC;MC MCSC SC,MC MC,SC,MC MC(SC)MC MC-SC-MC MC:MC MC;MC,SC 3 clause sentences
Tense	*(Re-cap Y2)* *To identify and use with growing accuracy:* *Past Simple and Past progressive* *Present simple and present progressive* Y3 To identify and use mostly accurately: Past simple, past progressive Present simple, present progressive Past perfect Present perfect	To identify and use largely accurately: Past simple, past progressive Present simple, present progressive Past perfect Present perfect	To identify and use accurately: Past simple, past progressive Present simple, present progressive Past perfect Present perfect	To identify and use accurately and for effect: Past simple, past progressive Present simple, present progressive Past perfect Present perfect
Word	*(Re-cap from y2)* *To form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]* *To form adjectives using suffixes such as –ful, –less* *(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)* *To use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs* (Y3) To form nouns using a range of prefixes [for example super–, anti–, auto–] To use of the forms a or an according to whether the next word begins with a	To understand the grammatical difference between **plural** and **possessive** –s To use **Standard English** forms for **verb inflections** instead of local spoken forms [for example, we were instead of we was, or I did instead of I done	To convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	To understand the **difference** between vocabulary typical of **informal** speech and vocabulary appropriate for **formal** speech and writing [for example, find out – discover; ask for – request; go in – enter] To understand how words are related by meaning as **synonyms** and **antonyms** [for example, big, large, little].

	consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble			
Key Skills Vocabulary	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') use subject object terms when describing features of a sentence	determiner pronoun, possessive pronoun adverbial use subject object terms when describing features of a sentence	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, rhetorical question use subject object terms when describing features of a sentence	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points use subject object terms when describing features of a sentence

For the mixed age planning, track the theme across both year groups, using an introduce/ embed model. Teach any stand-alone objectives as a guided session whilst other year group are working independently on either their introduce or embed. Teachers to ensure the differences for each year, where adaptations are made, are included in the planning/top tips/objectives in each lesson and can be also evidenced in the pupil outcomes of the lesson.