

**St. Wilfrid's Progression of**  
**Knowledge/Skills in Grammar and**  
**Punctuation**



## Progression of Skills/Knowledge in Punctuation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p><b>A.</b> Begin to use capital letters and full stops to demarcate simple sentences.</p>	<p><b>Aa.!?</b> Some correct use of capital letters (for sentences, names, places, days of the week and person pronoun 'I'), full stops, question marks, exclamation marks.</p>	<p><b>Aa.!?</b> Correct use of capital letters (for sentences, names, places, days of the week and person pronoun 'I'), full stops, question marks, exclamation marks.</p>	<p><b>Aa.!?</b> Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.</p>	<p><b>Aa.!?</b> Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.</p>	<p><b>Aa.!?</b> Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.</p>	<p><b>Aa.!?</b> Capital letters (for sentences and all proper nouns), full stops, question marks, exclamation marks.</p>	
<p><b>Vocabulary children must know:</b></p> <ul style="list-style-type: none"> <li>❖ Capital letter</li> <li>❖ Full stop</li> </ul>	<p><b>Vocabulary children must know:</b></p> <ul style="list-style-type: none"> <li>❖ Capital letter</li> <li>❖ Full stop</li> <li>❖ Question mark</li> <li>❖ Exclamation mark</li> <li>❖ Punctuation</li> </ul>	<p><b>Apostrophes</b> for contraction and singular possession</p>	<p><b>Apostrophes</b> for contraction and singular/some plural possession</p>	<p><b>Apostrophes</b> for contraction and singular/plural possession</p>	<p><b>Apostrophes</b> for contraction and singular/plural possession</p>	<p><b>Apostrophes</b> for contraction and singular/plural possession</p>	
		<p>➤ <b>Commas</b> for lists</p>	<p>➤ <b>Commas</b> for lists</p> <p>➤ <b>Commas</b> after fronted adverbials</p>	<p>➤ <b>Commas</b> for lists</p> <p>➤ <b>Commas</b> after fronted adverbials</p> <p>➤ <b>Commas</b> for speech</p>	<p>➤ <b>Commas</b> for lists</p> <p>➤ <b>Commas</b> after fronted adverbials</p> <p>➤ <b>Commas</b> for speech</p> <p>➤ <b>Commas</b> to clarify meaning/avoid ambiguity</p> <p>➤ <b>Commas</b> for parenthesis</p>	<p>➤ <b>Commas</b> for lists</p> <p>➤ <b>Commas</b> after fronted adverbials</p> <p>➤ <b>Commas</b> for speech</p> <p>➤ <b>Commas</b> to clarify meaning/avoid ambiguity</p> <p>➤ <b>Commas</b> for parenthesis</p>	<p>➤ <b>Commas</b> for lists</p> <p>➤ <b>Commas</b> after fronted adverbials</p> <p>➤ <b>Commas</b> for speech</p> <p>➤ <b>Commas</b> to clarify meaning/avoid ambiguity</p> <p>➤ <b>Commas</b> for parenthesis</p>
		<p>Some use of <b>inverted commas</b></p>	<p><b>Inverted commas</b></p>	<p><b>Inverted commas</b></p>	<p><b>Inverted commas</b></p>	<p><b>Inverted commas</b></p>	<p><b>Inverted commas</b></p>
		<p><b>Vocabulary children must know:</b></p>	<p><b>Bullet points</b></p>	<p><b>Bullet points</b></p>	<p><b>Bullet points</b></p>	<p><b>Bullet points</b></p>	<p><b>Bullet points</b></p>
		<p>All of year 1 vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Apostrophes</li> <li>❖ Contraction/omission</li> <li>❖ Possession/belonging</li> <li>❖ Commas</li> </ul>	<p><b>Vocabulary children must know:</b></p> <p>All previous years' vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Inverted commas</li> <li>❖ Speech marks</li> <li>❖ Direct speech</li> <li>❖ Bullet points</li> </ul>	<p>Some use of <b>brackets</b></p>	<p>Some use of <b>brackets</b></p>	<p><b>Brackets</b></p>	<p><b>Brackets</b></p>
				<p>➤ <b>Colon</b> to introduce a list</p>	<p>➤ <b>Colon</b> to introduce a list</p>	<p>➤ <b>Colon</b> to introduce a list</p>	<p>➤ <b>Colon</b> to introduce a list</p> <p>➤ <b>Colon</b> to mark boundary between clauses.</p>
				<p>➤ Some use of <b>hyphens</b></p>	<p>➤ Some use of <b>hyphens</b></p>	<p>➤ <b>Hyphens</b></p>	<p>➤ <b>Hyphens</b></p>
				<p><b>Vocabulary children must know:</b></p> <p>All previous years' vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Brackets</li> <li>❖ Colon</li> <li>❖ Hyphen</li> </ul>	<p><b>Vocabulary children must know:</b></p> <p>All previous years' vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Brackets</li> <li>❖ Colon</li> <li>❖ Hyphen</li> </ul>	<p>➤ Dashes for parenthesis</p>	<p>➤ Dashes for parenthesis</p> <p>➤ <b>Dashes</b> to mark the boundary between clauses.</p>
						<p><b>Vocabulary children must know:</b></p> <p>All previous years' vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Parenthesis</li> <li>❖ Dashes</li> </ul>	<p>➤ <b>Semi-colon</b> for detailed list.</p> <p>➤ <b>Semi-colon</b> to mark boundary between independent clauses.</p>
							<p style="text-align: center;"><b>Ellipsis</b></p> <p><b>Vocabulary children must know:</b></p> <p>All previous years' vocabulary, as well as:</p> <ul style="list-style-type: none"> <li>❖ Semi-colon</li> <li>❖ Ellipsis</li> </ul>

Non-statutory objectives highlighted in yellow, though these naturally come through in writing sessions. They may not be explicitly taught in GPS lessons, but the use of them may be modelled in writing lessons and children will be exposed to them.



