



***Hoole Primary School
Progression of skills- Punctuation***

Punctuation progression

Note: Phrases in green will be explained at the end of the document.

EYFS	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Begin to write simple sentences in meaningful contexts.
Year 1	<ul style="list-style-type: none">• Separation of words with spaces.• Introduction of (mainly through reading and teacher modelling of writing) the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (Also model simple proof reading for punctuation.)• Capital letters for names of people, places, days of the week and for the personal pronoun I.• Awareness of speech marks when appropriate in reading.
Year 2	<ul style="list-style-type: none">• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. To be able to use this punctuation to mark statements, commands, questions and exclamations. Statement – I like dogs. Command – Give me that toy. Question – What are you doing? Exclamation – What a lovely day!• Commas to separate items in a list I bought apples, pears, bananas and peas.• Apostrophes to mark contracted forms in spelling does not – doesn't• Apostrophes to mark singular possession John's shoes are blue.

<p>Year 3</p>	<ul style="list-style-type: none"> • Introduce speech marks to punctuate direct speech. Example: “Hello” said Tom. Over the year, children will expand their understanding of speech and begin to explore the punctuation required. This will be built upon further in Year 4. • Introduction of apostrophes to plural possession. Example: ‘The boys’ boots’ This builds upon the skills gained in Year 2. • Teach when to use/not to use an apostrophe for it’s / its
<p>Year 4</p>	<ul style="list-style-type: none"> • Continuation of work on speech marks to punctuate direct speech including use of commas after the reported clause. Children will also be expected to use more complex speech sentences that tell us more information about a character. Example: <p style="text-align: center;">“What is happening?” yelled Tom and he reached for his friend’s hand. Sarah squeezed Tom’s hand tightly and yelled, “I don’t know but we need to leave.”</p> • Consolidation of apostrophes to mark singular and plural possession. Example: ‘the girl’s name’ or ‘the boys’ boots’ • Use of commas after a subordinate clause at the beginning of a sentence Example: ‘Although it was raining, we went out to play.’ • Use of commas after fronted adverbials. Example: Later that day, I heard the bad news
<p>Year 5</p>	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. <p style="text-align: center;">Example: Mary read her new book (the last in the series) in three hours. Mary read her new book, the last in the series, in three hours. Mary read her new book - the last in the series - in three hours.</p> • Continue to develop the use of fronted adverbials.

	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. This means they help avoid confusion for the reader. Example: <p style="text-align: center;">Let's eat Grandma! Let's eat, Grandma!</p>
Year 6	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses. Example: It's raining; I'm fed up. • Use of the colon to introduce a list. Example: You will need to bring the following: sleeping bag, pillow, pyjamas, water bottle, waterproof jacket, sweatshirt, walking boots, and swimming kit • To use of semi-colons within lists. Example: You will need to bring the following: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities. • Continue to develop the use of brackets, dashes or commas to indicate parenthesis. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity. Example: man eating shark versus man-eating shark, or recover versus re-cover

Definitions

Subordinate clause – Is a group of words that form part of a sentence. A subordinate clause doesn't make sense by itself. It must contain a verb. **Example: 'because it was raining'**

Independent clause – A group of words that form a sentence. An independent clause makes sense by itself and must contain a verb. **Example: 'Today was a lovely day.'**

Fronted adverbial – Words or phrases at the beginning of a sentence, used like adverbs to describe the action that follows. **Example: In the morning, the little boy went to school.**

Parenthesis - Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.