

Punctuation progression in Knowledge and Skills

EYFS – Y6

2023-2024

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| Punctuation knowledge and skills | Reception |
| Identify | Understand | Use  | Apply |
| I can identify what a capital letter looks like | I know why we need a capital letter at the beginning of a sentence | I can use a capital letter at the beginning of a sentence | I can independently use capital letters when writing sentences |
| I can identify what a capital letter looks like | I know why we need a capital letter for our names | I can use a capital letter for my name | I can independently use capital letters when writing sentences |
| I can identify what a capital letter looks like | I know why we need a capital letter for ‘I’ | I can use a capital letter for ‘I’ | I can independently use capital letters when writing sentences |
| I can identify a full stop and where it is placed | I know why and when we use a full stop | I can use a full stop at the end of a sentence | I can independently use a full stop when writing sentences |
| Year 1 |
| Identify | Understand | Use  | Apply |
| I can identify a capital letter in different contexts | I know why a capital letter is used for the beginning of a sentence and the pronoun ‘I’ | I can use a capital letter at the beginning of a sentence and for the pronoun ‘I’ | I can independently punctuate sentences with capital letters  |
| I can identify a capital letter in different contexts | I know why a capital letter is used for names of people, places and days of the week | I can use a capital letter for names | I can independently recognise and choose when a capital letter is needed |
| I can identify a full stop and where it is placed | I know why we use a full stop at the end of a sentence | I can end sentences with a full stop and use full stops correctly in more than one sentence | I can independently punctuate sentences and short paragraphs with  |
| I can identify a question markI can identify question words that start sentences | I know why a question mark is used at the end of a sentence | I can write questions beginning with who, what, where, when, why and howI can use a question mark correctly at the end of a sentence | I can independently write correctly punctuated questions and answers |
| I can identify an exclamation markI can identify words that start an exclamation sentence | I know that an exclamation mark is used to show surpriseI know that an exclamation mark ends an exclamation sentence | I can write correctly punctuated exclamation sentencesI can use exclamations to show surprise | I can independently use exclamation marks |
| Year 2 |
| Identify | Understand | Use | Apply |
| I can identify a comma and where it is placed | I know the function of commas in lists | I can add commas to a listI can write lists containing commas in the correct place | I can independently use commas in lists |
| I can identify an apostrophe and where it is placedI can identify words that can be contracted using an apostrophe | I know how to make a contraction using an apostrophe | I can write sentences containing contracted wordsI can turn two words into a contractionI can turn a contraction into two separate words | I can independently write sentences containing contractions with correctly placed apostrophes |
| I can identify an apostrophe and where it is placedI can identify a singular noun | I know why we use an apostrophe to show something belongs to someone | I can add apostrophes in the correct place to show possession | I can independently use apostrophes for singular possession in nounsI can write sentences containing correctly punctuated possessive nouns |
| Year 3 |
| Identify | Understand | Use | Apply |
| I can identify a comma and where it is placedI can identify common adverbials | I know why a comma is needed after a fronted adverbial | I can add a comma after a fronted adverbial | I can independently write sentences using correctly punctuated fronted adverbials |
| I can identify an apostrophe and where it is placedI can identify a plural noun | I know why an apostrophe is used to show possessionI can explain the difference between singular and plural possession | I can add an apostrophe in the correct place in a plural noun to show possession | I can independently use a correctly placed apostrophe for the possessive plural |
| I can identify pairs and single inverted commas, including where they are placedI know what a reporting clause is | I understand that inverted commas go around the words being spokenI understand that inverted commas need punctuation to separate them from the reporting clause | I can write dialogue with inverted commas in the correct placeI can correctly position punctuation to separate dialogue from the reporting clause | I can use inverted commas and other necessary punctuation to punctuate direct speech correctly. |
| Year 4 |
| Identify | Understand | Use | Apply |
| I can identify a comma and where it is placedI can identify main and subordinate clauses | I know why a comma is needed to separate a main clause from a subordinate clauseI know that a comma should not be used to separate 2 main clauses | I can add commas to sentences to mark clausesI can write sentences where commas mark clauses | I can independently write sentences using commas to mark the boundary between clauses, using a main and a subordinate clause |
| I can identify an apostrophe and where it is placedI can identify singular and plural nounsI can identify irregular plural nounsI can identify the different uses of apostrophes | I understand the difference between singular and plural nounsI understand that irregular plural nouns do not follow the same rules as regular pluralsI understand that apostrophes are used for both contraction and possession | I can add apostrophes correctly to all types of nouns to show possessionI can add apostrophes to all contractions  | I can independently use apostrophe’s for contraction and possession |
| I can identify pairs and single inverted commas, including where they are placedI can identify a reporting clause at the beginning or end | I understand that inverted commas go around the words being spokenI understand that inverted commas need punctuation to separate them from the reporting clause | I can write dialogue with inverted commas in the correct placeI can correctly position punctuation to separate dialogue from the reporting clause at the beginning or end | I can use inverted commas and other necessary punctuation to punctuate direct speech correctly. |
| I can identify an ellipsis and where it is placed on the line | I understand that an ellipsis can be used to show passing of time, to create tension or to show a pauseI can identify why an ellipsis has been used in a sentence | I can write sentences containing an ellipsisI can add an ellipsis to a sentence | I can use an ellipsis for a variety of purposes and explain why I have used it |
| Year 5 |
| Identify | Understand | Use | Apply |
| I can identify commas, where they are placed and in which direction they goI can identify a phrase, a main clause and a subordinate clause | I understand and can explain the different purposes commas are used forI understand that sentences can mean different things depending on where a comma is placed | I can add commas in listsI can add commas to separate main and subordinate clauses, and to separate phrasesI can move the position of a comma in a sentence and explain the impact | I independently use commas accurately and consistently for a variety of purposes (lists, phrases, clauses and for clarity) |
| I can identify commas and where they are placedI can identify pairs of bracketsI can identify a dashI can identify parenthesis in a sentence | I understand that additional information needs to be placed inside brackets, commas or dashesI understand the impact of not using punctuation | I can insert brackets, commas and dashes to indicate parenthesis | I can independently use a pair of commas, brackets or dashes to indicate parenthesis when writing a sentenceI can choose the correct punctuation to use depending on the level of formality |
| I can identify bullet points in a text | I know why bullet points are usedI know that bullet point punctuation must be consistent (commas after every point and a full stop or no punctuation) | I can add punctuation correctly to a set of bullet pointsI can write a list as bullet points, punctuation it correctly | I can punctuate bullet points consistently, independently choosing which punctuation to use |
| I can identify a semi-colon and where it is placed on the lineI can identify main clauses | I understand why a semi-colon rather than a comma is used to separate main clausesI understand that a semi-colon can be used in place of a full stop or a conjunction | I can add a semi-colon in the correct place in a sentenceI can write a main clause after a semi colon | I can independently use semi-colons to mark the boundary between main clauses |
| Year 6 |
| Identify | Understand | Use | Apply |
| I can identify a hyphenI can differentiate between a hyphen and a dash | I understand why a hyphen is needed in a compound nounI understand that sentences can mean different things depending on whether a hyphen is used | I can add hyphens to compound nounsI can change the meaning of a sentence using a hyphen | I can independently choose to use hyphens in compound adjectives and to avoid ambiguity |
| I can identify a colon and where it is placed on the line | I know that colons can be used for different purposesI know that a colon can introduce a list of itemsI know why a colon might be used between two main clauses | I can correctly use a colon to introduce a listI can correctly add a colon to separate two main clausesI can write a main clause after a colon | I can independently choose when to use a colon to introduce a list or mark the boundary between main clauses |
| I can identify a semi-colonI can identify an expanded noun phrase | I understand the difference between using a comma and a semi-colon in a list | I can decide if a comma or semi-colon is needed to separate items in a listI can add semi-colons to a list of items | I can independently use semi-colons to separate items in a list |
| I can identify a dash and where it is placedI can differentiate between a dash and a hyphen | I know when a dash might be used to mark the boundary between clausesI can explain why a dash rather than a colon/semi-colon is used | I can add a dash to a sentenceI can write a clause after a dash | I can independently mark the boundary between clauses using a dash*.*I can independently choose to use a dash to reflect formality ofwritin |