**English Skills Progression- Punctuation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| Begin to punctuate sentences using a capital letter and a full stop.  Finger spaces used between words | Capital letter for names  Capital letter for the personal pronoun I  Full stops  Question marks  Exclamation marks  Speech bubble  Bullet points | Basic sentence punctuation  Use of question marks and exclamation marks in addition to above to demarcate sentences  Commas to separate items in a list  Comma after –ly opener  e.g. Fortunately,….Slowly,….  Speech bubbles /speech marks for direct speech  Implicitly understand how to change from indirect speech to direct speech  Apostrophes to mark contracted forms in spelling  e.g. don’t, can’t  Apostrophes to mark singular possession e.g. the cat’s name | Consolidate Y2 expectations  Colon before a list e.g. What you need:  Ellipses to keep the reader hanging on  Secure use of inverted commas for direct speech  Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) | Consolidate Y3 expectations  Commas to mark clauses and to mark off fronted adverbials  Full punctuation for direct speech: Each new speaker on a new line  Comma between direct speech and reporting clause e.g. “It’s late,” gasped Cinderella!  Apostrophes to mark singular and plural possession  (e.g. the girl’s name, the boys’ boots) as opposed to s to mark a plural | | Consolidate Y4 expectations  Rhetorical question  Dashes  Brackets/dashes/commas for parenthesis  Colons  Use of commas to clarify meaning or avoid ambiguity | Consolidate Y5 expectations  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma.  Use of colon to introduce a list and semi-colons within lists.  Punctuation of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover) |
| **Summary:**  Can begin to punctuate sentences using a capital letter and a full stop. | **Summary:**  Can accurately and consistently punctuate sentences using a capital letter and a full stop | **Summary:**  Can usually maintain use of basic sentence punctuation (full stops followed by capital letters)  Can use a range of punctuation, mainly correctly, including all of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); | **Summary:**  Can use a range of punctuation, mainly correctly, including all of the following:  Full stop and capital letter; exclamation mark; question mark; comma in lists and beginning to mark phrases, colon for instructions, speech marks and apostrophe for contraction and possession. | | **Summary:**  Can use a range of punctuation, with accuracy all of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); ‘Speech marks’, bullet points, apostrophe, commas for lists and to mark phrases, colon for instructions. | **Summary:**  Can use a wider range of punctuation, almost always accurately, to include the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon | **Summary:**  Can use a full range of punctuation, almost always accurately, to include the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon including for sub-division, effect, listing, direct speech |