**English Skills Progression- Punctuation**

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| **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 punctuationUse of question marks and exclamation marks in addition to above to demarcate sentencesCommas 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 expectationsColon 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 expectationsCommas 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 expectationsRhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity | Consolidate Y5 expectationsUse 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 |