

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Punctuation

Features		
<ul style="list-style-type: none"> <li>At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>At key stage 1 and 2, the key knowledge progression documents take full account of the National Curriculum’s writing strand and the Progression Through Genres document</li> <li>The transcription strand (spelling and handwriting), the composition strand and the grammar and punctuation strand of the national curriculum are outlined discretely and not within each genre</li> <li>If a statement does not appear in every year group, this does not mean it is not relevant to the subsequent year groups. Teachers need to take note of earlier statements and ensure children are still given the opportunity to practice, embed and master the knowledge or skill.</li> </ul>		
Early Years Framework		
Early Years Statutory Framework: Educational Programme <b>Literacy</b>	Early Learning Goal <b>Literacy – Writing</b>	Early Learning Goal <b>Literacy – Reading</b>
<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others. .</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Early Years Statutory Framework: Educational Programme <b>Communication &amp; Language</b>	Early Learning Goal <b>Communication &amp; Language – Speaking</b>	Early Learning Goal <b>Communication &amp; Language – Listening, Attention &amp; Understanding</b>
<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</i></p>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>

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Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<ul style="list-style-type: none"> <li>Knows that words can be read.</li> <li>Know what a symbol is and that they have meaning.</li> <li>Know and begin to show awareness to the different symbols in books/texts. (? . !)</li> </ul>	<ul style="list-style-type: none"> <li>Know the purpose of a full stop.</li> <li>Know how to use full stops at the end of a sentence with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>PU1.1 Know how to use full stops with <b>(increased) accuracy in most sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>PU2.1 Know how to use full stops correctly</li> </ul>					
<ul style="list-style-type: none"> <li>Know why adults change their voice when reading a story.</li> <li>Know that their voice can be changed to alter how they are feeling.</li> <li>Know that they can use expression within play and when reading stories, by changing their voice.</li> <li>Know what a question is and begin to answer and ask their own.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to identify question and exclamation marks in a text.</li> <li>Know and show an awareness to changing their voice if they see an ! mark when reading.</li> <li>Know how to ask a question using what, why, how, where, when.</li> </ul>	<ul style="list-style-type: none"> <li>PU1.2 Know how to use question marks and exclamation marks with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>PU2.2 Know how to use question marks and exclamation marks correctly</li> </ul>					
<ul style="list-style-type: none"> <li>Know and demonstrate an awareness between lower-case and upper-case letters.</li> <li>Know and recognise that their name starts with a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to write most capital letters.</li> <li>Know to apply capital letters to the start of a sentence.</li> <li>Know and apply capital letters to people's names.</li> </ul>	<ul style="list-style-type: none"> <li>PU1.3 Know how to use capital letters for the start of a sentence, names, personal pronouns and days of the week</li> </ul>	<ul style="list-style-type: none"> <li>PU2.3 Know how to use capital letters correctly</li> </ul>					

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<ul style="list-style-type: none"> <li>Know the letters in the alphabet and some of their accompanying sounds.</li> </ul>								
			<ul style="list-style-type: none"> <li>PU2.4 Know how to use apostrophes for contractions</li> </ul>					
			<ul style="list-style-type: none"> <li>PU2.5 Know how to use possessive apostrophes for singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>PU3.1 Know how to use possessive apostrophes for plural nouns with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>PU4.1 Know how to use apostrophes to mark singular and plural possession</li> </ul>			
			<ul style="list-style-type: none"> <li>PU2.6 Know how to use commas to separate items in lists</li> </ul>		<ul style="list-style-type: none"> <li>PU4.2 Know how to use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>PU5.1 Know how to use commas to clarify meaning or avoid ambiguity</li> </ul>		
				<ul style="list-style-type: none"> <li>PU3.2 Know how to use inverted commas with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>PU4.3 Know how to use inverted commas and other punctuation to indicate direct speech</li> </ul>			
						<ul style="list-style-type: none"> <li>PU5.2 Know how to use brackets, dashes or commas to indicate parenthesis</li> </ul>		
							<ul style="list-style-type: none"> <li>PU6.1 Know how to use semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>PU6.2 Know how to use a colon to introduce a list</li> <li>PU6.3 Know how to use semi-colons within lists</li> </ul>	

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							<ul style="list-style-type: none"><li>• PU6.4 Know how to use bullet points to list information</li></ul>	
							<ul style="list-style-type: none"><li>• PU6.5 Know how hyphens can be used to avoid ambiguity</li></ul>	