

Punctuation Progression

EYFS	Begin to form sentences, sometimes using punctuation—full stops and capital letters.
Year 1 .!?	<p>Separating words with spaces.</p> <p>Starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using capital letters for names and for the personal pronoun I.</p>
Year 2 .!?',	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p>
Year 3 .!?',"	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Introduction to inverted commas to punctuate direct speech.</p>
Year 4 .!?',"	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list and Use of commas after fronted adverbials - see sentence structure.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Use of inverted commas to punctuate direct speech Children should also: start a new paragraph whenever the speaker changes, only include the actual words the speaker says and put a punctuation mark inside the closing inverted comma.</p> <p>Apostrophes to mark singular and plural possession (<i>e.g. the girl's name, the boys' boots</i>).</p>
Year 5 .!?', " ()	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and Apostrophes to mark singular and plural possession (<i>e.g. the girl's name, the boys' boots</i>).</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list, commas after fronted adverbials.</p>
Year 6 .!?', " () : ; -	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Punctuate direct and reported speech accurately.</p> <p>Apostrophes to mark contracted forms in spelling and Apostrophes to mark singular and plural possession (<i>e.g. the girl's name, the boys' boots</i>).</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity, commas to separate items in a list, commas after fronted adverbials.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (<i>e.g. It's raining; I'm fed up.</i>)</p> <p>Use of the colon to introduce a list.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (<i>e.g. man eating shark versus man-eating shark, or recover versus re-cover</i>).</p>