Progression of Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finger spaces	Finger spaces	Appropriate spaces	Appropriate spaces	Appropriate spaces	Appropriate spaces	Appropriate spaces
. Full stop	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.	Capital Letters for start of sentences, proper nouns and the pronoun 'I'.
	. Full stop	. Full stop	. Full stop	. Full stop	. Full stop	. Full stop
	? Question mark	? Question mark	? Question mark	? Question mark	? Question mark	? Question mark
	! Exclamation mark	! Exclamation mark	! Exclamation mark	! Exclamation mark	! Exclamation mark	! Exclamation mark
		, Comma for list	, Comma for list	, Comma for list	, Comma for list	, Comma for list
		' Apostrophe for omission	' Apostrophe for omission	' Apostrophe for omission	' Apostrophe for omission	' Apostrophe for omission
		' Apostrophe for singular possession	' Apostrophe for singular possession	' Apostrophe for singular possession	' Apostrophe for singular possession	' Apostrophe for singular possession
			" " Inverted commas for direct speech	" " All punctuation correct for direct speech.	" " All punctuation correct for direct speech.	" " All punctuation correct for direct speech.
				' Apostrophe for plural possession	' Apostrophe for plural possession	' Apostrophe for plural possession
				, Comma after fronted adverbials	, Comma after fronted adverbials	, Comma after fronted adverbials
					()- -, , Parenthesis	()- - , , Parenthesis
					: Colon to begin list	: Colon to begin list
						Bullet points for listing
						; - Joining main clauses
						: Joining main clauses
						- Hyphens to avoid ambiguity
						; Semi-colons within lists

Progression of Punctuation

Bold formatting indicates that ARE children are beginning to use these features correctly by the end of the year but may not be secure.