

SPaG Skills Progression 2023/24

Grammar / Punctuation Spelling

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | <ul style="list-style-type: none"> Understand basic word classes. What is a noun? (common and proper noun.) What is a verb? Introducing capital letters. Use capital letters for proper nouns. Combine words to make sentences (subject, verb, object). Introducing full stops. Punctuate sentences with a capital letter and a full stop. Separate words with spaces. Segmenting and blending (based on phonics phase). | <ul style="list-style-type: none"> Independently use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use capital letters for proper nouns Combine words to make sentences (subject, verb, object) Consolidate full stops Punctuate sentences with a capital letter and a full stop. Separate words with spaces. Segmenting and blending (based on phonics phase). | <ul style="list-style-type: none"> Introduce suffixes Introduce singular and plural Use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Introduce clauses. Join words and clauses using 'and'. Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). | <ul style="list-style-type: none"> Sequence sentences to form short narratives. Introduce prefixes. Use the prefix un– to change the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. Add –er and –est to adjectives where no change is needed to the root word. | <ul style="list-style-type: none"> Introduce question marks. Begin to punctuate sentences with a question mark Add the suffixes –s and –es to words (plural of nouns and the third person singular of verbs) e.g. the turret <u>reaches</u> up to the sky. | <ul style="list-style-type: none"> Introduce exclamation marks. Begin to punctuate sentences with an exclamation mark. Show understanding in demarcating sentences using capital letters, fullstops, question marks and exclamation marks. Add the suffixes –s and –es to words (plural of nouns and the third person singular of verbs) e.g. the stable shelters the horses from the cold) |
| Year 2 | <ul style="list-style-type: none"> Consolidate Year 1 punctuation and grammar. Ensure that knowledge of capital letters, full stops, question marks, exclamation marks is secure and embedded. | <ul style="list-style-type: none"> Recap word classes and combining words to make a sentence. Show clear use of capital letters, full stops, question marks, exclamation marks to demarcate sentences. Introduce commas. | <ul style="list-style-type: none"> Use apostrophes to mark singular possession in nouns [for example, the girl's name]. Introduce use of tense. (Past and present.) Make the correct choice and consistent use of present tense | <ul style="list-style-type: none"> I Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. Use of the suffixes –er, –est in adjectives and the use of –ly in | <ul style="list-style-type: none"> Continue to teach skills focused on over previous terms. Show confident use of capital letters, full stops, question marks, exclamation marks to demarcate sentences. Words ending in –tion. | <ul style="list-style-type: none"> Continue to teach skills focused on over previous terms. Show confident use of capital letters, full stops, question marks, exclamation marks to demarcate sentences. |

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| | <ul style="list-style-type: none"> Recap joining words and clauses using 'and'. Recap plural noun suffixes –s or –es. Recap adding suffixes to verbs where no change is needed in the spelling of root words Recap the prefix un– to change the meaning of verbs and adjectives. The sound /dʒ/ spelt '–ge' and '–dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words Revise conjunctions in preparation for teaching coordination. Use coordination (using or, and, or but) within writing. | <ul style="list-style-type: none"> Use commas to separate items in a list. Introduce apostrophes. Use apostrophes to mark where letters are missing in spelling. Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils. Show formation of adjectives using suffixes such as –ful, –less. Write using some expanded noun phrases to describe and specify [for example, the blue butterfly]. Homophones and near homophones (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight) | <p>and past tense throughout writing.</p> <ul style="list-style-type: none"> Contractions (can't, didn't, hasn't, couldn't, it's, I'll) Revise conjunctions in preparation for teaching subordination. Use subordination (using when, if, that, or because) within writing. Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. Understand sentences with different forms: question, statement, command, exclamation. Show formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. Revisit expanded noun phrases to describe and specify. Homophones and near homophones | <p>Standard English to turn adjectives into adverbs.</p> <ul style="list-style-type: none"> Show use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Revisit expanded noun phrases to describe and specify. Adding –es to nouns and verbs ending in –y. REvise Homophones and near homophones | <ul style="list-style-type: none"> Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. Recap common exception words. Homophones and near homophones | |
| Year 3 | <ul style="list-style-type: none"> Consolidate Year 2 punctuation and grammar. Recap capital letters, full stops, question marks, exclamation marks. | <ul style="list-style-type: none"> Use paragraphs as a way to group related material. Introduce inverted commas. Use inverted commas to punctuate direct speech. | <ul style="list-style-type: none"> Use headings and sub-headings to aid presentation. Express time, place and cause using conjunctions [for example, when, before, after, while, so, | <ul style="list-style-type: none"> Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or | <ul style="list-style-type: none"> Show use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. | <ul style="list-style-type: none"> Show use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. Rare GPCs |

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| | <ul style="list-style-type: none"> Recap teaching of commas to separate items in a list. Secure understanding of coordination and subordination. Recap word classes and combining words to make a sentence. (Year 1). Recap sentences with different forms: question, statement, command, exclamation. Recap use of present tense and past tense throughout writing, including use of progressive form of verbs. Recap effective expanded noun phrases. Revisit Common exception words from Year 2 <p>Prefixes and suffixes</p> <ul style="list-style-type: none"> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' <p>Rare GPCs</p> <ul style="list-style-type: none"> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' | <ul style="list-style-type: none"> Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> Apostrophe Revise contractions from Year 2 Revise all words from the Year 1 & 2 word list Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. | <p>because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> Show understanding of extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. | <p>prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> Continue working on extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones <i>here/hear, knot/not, meat/meet</i> Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Learn words from the Years 3 and 4 word list. | <ul style="list-style-type: none"> Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 <ul style="list-style-type: none"> Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <ul style="list-style-type: none"> Learn words from the Years 3 and 4 word list. | <ul style="list-style-type: none"> The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>) Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i> |
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| | <p>and the /k/ sound spelt 'que' (French in origin)</p> <ul style="list-style-type: none"> ● Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. | | | | | |
| Year 4 | <ul style="list-style-type: none"> ● Consolidate Year 3 punctuation and grammar. ● Recap paragraphs as a way of grouping related material. ● Recap use of headings and sub-headings to aid presentation. ● Recap formation of nouns using a range of prefixes. ● Recap expressing time, place and cause using conjunctions, adverbs or prepositions. ● Recap word families based on common words. ● Recap use of the present perfect form of verbs instead of the simple past. ● Recap use of the forms a or an. <p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise: The /ei/ sound spelt 'ei', 'eigh', or 'ey'</p> | <ul style="list-style-type: none"> ● Recap inverted commas to punctuate direct speech. ● Use fronted adverbials [for example, Later that day, I heard the bad news.] ● Use commas after fronted adverbials ● Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> ● Prefixes 'in-', 'il-', 'im-' and 'ir-' <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</p> <ul style="list-style-type: none"> ● Homophones <i>peace/piece, main/mane, fair/fare</i> | <ul style="list-style-type: none"> ● Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I] ● Demonstrate use of paragraphs to organise ideas around a theme. ● Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). <p>Revisit</p> <ul style="list-style-type: none"> ● Year 3 rare GPCs ● Rare GPCs The /g/ sound spelt 'gu' ● Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) ● Endings that sound like /ʃən/, spelt '-tion', | <ul style="list-style-type: none"> ● Understand the grammatical difference between plural and possessive -s. <ul style="list-style-type: none"> ● Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' <ul style="list-style-type: none"> ● Homophones <i>scene/seen, male/mail, bawl/ball</i> <p>Apostrophe</p> <ul style="list-style-type: none"> ● Revise contractions from Year 2 Possessive apostrophe with plurals ● Proofreading Model how to use various strategies in proof- reading, including using a dictionary. | <ul style="list-style-type: none"> ● Appropriately choose the pronoun or noun within and across sentences for clarity and cohesion and to avoid repetition. <p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <ul style="list-style-type: none"> ● Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin) ● Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>) ● Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' ● Suffix '-ous' | <ul style="list-style-type: none"> ● Consolidate and recap all Year 3 / 4 SPaG as needed. ● Ensure that pupils are secure in their understanding of Year 3 and 4 curriculum in preparation for Year 5. <ul style="list-style-type: none"> ● Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i> ● Apostrophe Apostrophe for possession, including singular and plural ● Revise contractions from Year 2 and plural apostrophe rules ● Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list. |

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| | <p>The /f/ sound spelt 'ch' The /ʌ sound spelt 'ou' (all from Year 3)</p> <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> | <ul style="list-style-type: none"> ● Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's</i> <i>population</i>) ● Proofreading Teach proofreading strategies | <ul style="list-style-type: none"> ● '-sion', '-ssion', '-cian' (<i>invention</i>, <i>comprehen- sion</i>, <i>expression</i>, <i>magician</i>) ● Proofreading Model how to use various strategies in proof- reading, including using a dictionary. | | <p>(<i>poisonous</i>, <i>outrageous</i>)</p> <ul style="list-style-type: none"> ● Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list. | |
| Year 5 | <ul style="list-style-type: none"> ● Consolidate Year 4 punctuation and grammar. ● Recap use of fronted adverbials including commas after fronted adverbials. ● Recap of Standard English forms for verb inflections instead of local spoken forms. ● Recap use of paragraphs to organise ideas around a theme. ● Recap noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. ● Recap the grammatical difference between plural and possessive – s. ● Recap apostrophes to mark plural possession / plural nouns. ● Recap the pronoun or noun within and across sentences for clarity and cohesion and to avoid repetition. | <ul style="list-style-type: none"> ● Recap use of inverted commas and other punctuation to indicate direct speech. ● Recap clauses - what is a clause? (Different types of clause.) ● Introduce relative clauses. ● Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. ● Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible' ● Homophones <i>isle/aisle</i>, <i>aloud/allowed</i>, <i>affect/effect</i>, <i>herd/ heard</i>, <i>past/passed</i> ● Hyphen Use of the hyphen | <ul style="list-style-type: none"> ● Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ● Use brackets, dashes or commas to indicate parenthesis. ● Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. ● Revisit Strategies at the point of writing: Have a go <ul style="list-style-type: none"> ● Apostrophe for possession ● Rare GPCs <ul style="list-style-type: none"> ● Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise</i>, <i>guarantee</i>, <i>queue</i>, <i>immediately</i>, <i>vehicle</i>, <i>yacht</i>) | <ul style="list-style-type: none"> ● Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ● Use brackets, dashes or commas to indicate parenthesis. ● Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. ● Recap spelling strategies from across Year 5 and 6. ● Morphology/ Etymology Teach extension of base words using word matrices. ● Word endings Words ending in '-ably' and '-ibly' | <ul style="list-style-type: none"> ● Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. ● Introduce unfamiliar punctuation - colons, seRecap KS2 spelling ● Revisit Strategies at the point of writing: Have a go A range of strategies for learning words ● Homophones (<i>cereal/serial</i>, <i>father/farther</i>, <i>guessed/guest</i>, <i>morning/mourning</i>, <i>who's/whose</i>) ● Suffixes Problem suffixes ● Dictionary Teach use of | <ul style="list-style-type: none"> ● Recap KS2 SPaG skills ● Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list ● Morphology/ Etymology <ul style="list-style-type: none"> ● Teach morphemic and etymological strategies to be used when learning specific words |

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| | <ul style="list-style-type: none"> ● Revisit ● Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession ● Rare GPCs Words with 'silent' letters ● Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words ● Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns ● Use of a dictionary to create word webs ● Proofreading ● Focus on checking words from personal lists. ● Year 5 & 6 Spelling words | <p>(co-ordinate, co-operate)</p> <ul style="list-style-type: none"> ● Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns ● Use of a dictionary to create word webs <p>Proofreading</p> <ul style="list-style-type: none"> ● Focus on checking words from personal lists. ● Year 5 & 6 Spelling words | <ul style="list-style-type: none"> ● Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>) ● Dictionary Use a dictionary to create collections of words with common roots ● Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) | <ul style="list-style-type: none"> ● Revise words ending in '-able' and '-ible' ● Homophones <i>altar/alter, led/lead, steal/steel</i> ● Dictionary Use a dictionary to create collections of words with common roots ● Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) | <p>dictionary to check words, refer- ring to the first three or four letters</p> <ul style="list-style-type: none"> ● Proofreading Check writing for misspelt words that are on the Years 5 and 6 word lists- colons, dashes. | |
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| Year 6 | <ul style="list-style-type: none"> Consolidate Year 5 SPaG. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Devices to build cohesion within a paragraph. Use brackets, dashes or commas to indicate parenthesis. Converting nouns or adjectives into verbs using suffixes. Link ideas across paragraphs using adverbials of time, place and number or tense choices. Use expanded noun phrases to convey complicated information concisely. (Year 6) Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’ Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. Prefixes and | <ul style="list-style-type: none"> Consolidate Year 5 and begin some Year 6 SPaG. Use verb prefixes. Use of commas to clarify meaning or avoid ambiguity. Indicate degrees of possibility using adverbs or modal verbs. Introduce unfamiliar punctuation - colons, semi-colons, dashes. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Punctuate bullet points consistently. (SPaG teach) Use expanded noun phrases to convey complicated information concisely. Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>) Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i> All 5 & 6 Spellings | <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs or modal verbs. Use the perfect form of verbs to mark relationships of time and cause. Use a colon to introduce a list. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use hyphens to avoid ambiguity in writing. Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. Revisit Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, | <ul style="list-style-type: none"> Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. Homophones <i>compliment/co mplement, desert/dessert, principal/princip le, profit/prophet, stationery/ stationary</i> All homophones from KS2 Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’ Proofreading Proofreading someone else’s writing. Note down | <ul style="list-style-type: none"> Recap KS2 SPaG skills. Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i> Proofreading Embedding proofreading strategies when reviewing own writing independently. | <ul style="list-style-type: none"> Recap KS2 SPaG skills. All 5 & 6 spellings Proofreading Embedding proofreading strategies when reviewing own writing independently. |
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| | <p>Suffixes</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in '-fer'. Revise all 3 & 4 spellings <p>Proofreading</p> <ul style="list-style-type: none"> Proofreading in smaller chunks – sentences and paragraphs. | <p>Proofreading</p> <ul style="list-style-type: none"> Proofreading in smaller chunks – sentences and paragraphs. | <p>words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <ul style="list-style-type: none"> All 5 & 6 Spellings Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals | <p>strategies that help in spelling journals</p> <ul style="list-style-type: none"> All 5 & 6 Spellings | | |
| Key terminology | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') | determiner, pronoun, possessive pronoun, adverbial | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |