

St Giles' C of E Primary School GRAMMAR PUNCTUATION AND SPELLING Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and Whole word spelling	<ul style="list-style-type: none"> * begin to spell words containing each of the 40+ phonemes taught * writes some common exception words * learn the alphabet song 	<ul style="list-style-type: none"> * words containing each of the 40+ phonemes taught * common exception words * days of the week * name the letters of the alphabet in order * use the letter names to distinguish between alternative spellings of the same sound * use regular plural noun suffixes (-s, -es) * use verb suffixes where root word is unchanged (-ing, -ed, -er) * use un- prefix to change meaning of adjectives /adverbs 	<ul style="list-style-type: none"> * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones * learn to spell common exception words * distinguishing between homophones and near-homophones * add suffixes to form new words -ful, -ment,-er, -ness, -ly, -less, -est * learn to use the possessive apostrophe (singular) * learn to spell more words with contracted forms 	<ul style="list-style-type: none"> * spell further homophones * spell words that are often misspelt * use further prefixes and suffixes and understand how to add them * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals * use the first 2 or 3 letters of a word to check its spelling in a dictionary * form nouns using prefixes (super-, anti-) * spell word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> * spell further homophones * spell words that are often misspelt * use further prefixes and suffixes and understand how to add them * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals * use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> * spell some words with 'silent 'letters * continue to distinguish between homophones and words which are often confused * use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically * use further prefixes and suffixes and understand the guidance for adding them * use dictionaries to check the spelling and meaning of words * use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary * use verb prefixes dis-, de-, mis-, over-, re- 	<ul style="list-style-type: none"> * spell some words with 'silent 'letters * continue to distinguish between homophones and words which are often confused * use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically * use further prefixes and suffixes and understand the guidance for adding them * use dictionaries to check the spelling and meaning of words * use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Punctuation	<ul style="list-style-type: none"> * begin to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> * combine words to make simple sentences * begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> * learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks * use commas for lists * use apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> * use and punctuate direct speech (i.e. inverted commas) 	<ul style="list-style-type: none"> * using commas after fronted adverbials * indicate possession by using the possessive apostrophe with singular and plural nouns * use and punctuate direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> * use commas to clarify meaning or avoid ambiguity in writing * use brackets, dashes or commas to indicate parenthesis * begin to use colons and semi-colons 	<ul style="list-style-type: none"> * use hyphens to avoid ambiguity * use semicolons, colons or dashes to mark boundaries between independent clauses * use a colon to introduce a list punctuating bullet points consistently * use of ellipsis
Vocabulary			<ul style="list-style-type: none"> * expand noun phrases to describe and specify 	<ul style="list-style-type: none"> * choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> * choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> * use a thesaurus * use expanded noun phrases to convey complicated information concisely * use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> * use a thesaurus * use expanded noun phrases to convey complicated information concisely * use modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> * write simple sentences 	<ul style="list-style-type: none"> * use simple conjunctions to join clauses: and, but, because 	<ul style="list-style-type: none"> * sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> * extend the range of sentences with more than one clause by using a wider range of 	<ul style="list-style-type: none"> * extend the range of sentences with more than one clause by using a wider range of 	<ul style="list-style-type: none"> * use perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> * recognise vocabulary and structures that are appropriate for formal speech and writing,

		* leave spaces between words	* use present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * some features of written Standard English * suffixes to form new words (-ful, -er, -ness) * sentence demarcation * commas in lists * apostrophes for omission & singular possession	conjunctions, including when, if, because, although * use conjunctions, adverbs and prepositions to express time and cause (and place) * use the present perfect form of verbs in contrast to the past tense * use the correct form of 'a' or 'an' * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	conjunctions, including when, if, because, although * use fronted adverbials * difference between plural and possessive –s * Standard English verb inflections (I did vs I done) * extended noun phrases, including with prepositions * appropriate choice of pronoun or noun to create cohesion	* use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * converting nouns or adjectives into verbs * devices to build cohesion, including adverbials of time, place and number	including subjunctive forms * use passive verbs to affect the presentation of information in a sentence * use the perfect form of verbs to mark relationships of time and cause * differences in informal and formal language * synonyms and antonyms * further cohesive devices such as grammatical connections and adverbials
Grammatical terminology	<i>Letter, capital letter, word, full stop, sentence</i>	<i>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>	<i>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</i>	<i>Preposition, conjunction, word family, prefix, clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>	<i>Determiner, pronoun, possessive pronoun, adverbial</i>	<i>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	<i>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>
Enrichment	<ul style="list-style-type: none"> * Babcock (No Nonsense Spelling) * Bug Club Phonics * CLPE units of work * Spelling Shed * Writer of the week * Spelling Shed weekly champion 						

- Green text indicates objectives that are the same for each year group within the two year phase. These objectives are taught in both year groups at differentiated levels. As a result, the skills and knowledge are revisited and consolidated through each phase of learning. This reflects our school policy of spacing*.

*The spacing effect refers to the benefit of incorporating time delays between learning and practice, leading to improved performance over educationally relevant time periods (Cepeda et al., 2008)