



Progression in SPAG

Knowledge and skills	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & whole word Spelling	<p><u>40-60 months</u></p> <ul style="list-style-type: none"> -To continue a rhyming string. -To hear and say the initial sound in words. -To segment sounds in simple words and blend them together. -To link sounds to letters, naming and sounding the letters of the alphabet. <p><u>ELG</u></p> <ul style="list-style-type: none"> -To use their phonic knowledge to write words in ways in which match their spoken sounds. 	<ul style="list-style-type: none"> -spell words containing each of the 40+ phonemes taught -spell common exception words -spell the days of the week -name the letters of the alphabet in order -use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> -Segment spoken words into phonemes and represent these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling 	<ul style="list-style-type: none"> -Spell further homophones. -Spell words that are often misspelt. 	<ul style="list-style-type: none"> -Spell further homophones. -Spell words that are often misspelt. 	<ul style="list-style-type: none"> -Spell some words with 'silent' letters -Continue to distinguish between homophones and other 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, 	<ul style="list-style-type: none"> -Spell some words with 'silent' letters. -Continue to distinguish between homophones and other 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,
Other word building spelling	To write some irregular common words.	<ul style="list-style-type: none"> -spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Prefix un- 	<ul style="list-style-type: none"> -Learning the possessive apostrophe (singular) -Learning to spell more words with contracted forms 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them -Place the possessive apostrophe 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them -Place the possessive apostrophe accurately in 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Use dictionaries to check the spelling and meaning of words



		--ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance from Appendix 1	-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidelines from Appendix 1	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	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	-Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	-Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Punctuation		-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	-Using and punctuating direct speech (i.e. Inverted commas)	-Using commas after fronted adverbials -Indicating possession by using the possessive apostrophe with singular and plural nouns -Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	-Using commas to clarify meaning or avoid ambiguity in writing -Using brackets, dashes or commas to indicate parenthesis	-Using hyphens to avoid ambiguity -Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently
Grammar		-Regular plural noun suffixes (-s, -es) -Verb suffixes where root word	-Sentences with different forms: statement, question, exclamation, command	-Using the present perfect form of verbs in contrast to the past tense	-Using fronted adverbials -Difference between plural and possessive -s	-Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e.	-Recognising vocabulary and structures that are appropriate for formal speech and writing,



		<p>is unchanged (-ing, -ed, -er)</p> <p>-Un- prefix to change meaning of adjectives/adverbs</p> <p>-To combine words to make sentences, including using and</p> <p>-Sequencing sentences to form short narratives</p> <p>-Separation of words with spaces</p> <p>-Sentence demarcation (. ! ?)</p> <p>-Capital letters for names and pronoun 'I')</p>	<p>-The present and past tenses correctly and consistently including the progressive form</p> <p>-Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>-Some features of written Standard English</p> <p>-Suffixes to form new words (-ful, -er, -ness)</p> <p>-Sentence demarcation</p> <p>-Commas in lists</p> <p>-Apostrophes for omission & singular possession</p>	<p>-Form nouns using prefixes (super-, anti-)</p> <p>-Use the correct form of 'a' or 'an'</p> <p>-Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>-Standard English verb inflections (I did vs I done)</p> <p>-Extended noun phrases, including with prepositions</p> <p>-Appropriate choice of pronoun or noun to create cohesion</p>	<p>omitted) relative pronoun</p> <p>-Converting nouns or adjectives into verbs</p> <p>-Verb prefixes</p> <p>-Devices to build cohesion, including adverbials of time, place and number</p>	<p>including subjunctive forms</p> <p>-Using passive verbs to affect the presentation of information in a sentence</p> <p>-Using the perfect form of verbs to mark relationships of time and cause</p> <p>-Differences in informal and formal language</p> <p>-Synonyms & Antonyms</p> <p>-Further cohesive devices such as grammatical connections and adverbials</p> <p>-Use of ellipsis</p>
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