

Spelling, Punctuation and Grammar (SPAG) Progression

Year 1 to Year 6

| Word | Sentence | Text | Punctuation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | | | 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 |
| | | | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) |
| | | | How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] |
| | | | How words can combine to make sentences |
| | | | Joining words and joining clauses using and |
| | | | Sequencing sentences to form short narratives |
| | | | Separation of words with spaces |
| | | | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences |
| | | | Capital letters for names and for the personal pronoun I |
| Year 2 noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] |
| | | | Formation of adjectives using suffixes such as –ful, –less |
| | | | Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs |
| | | | Subordination (using when, if, that, because) and co-ordination (using or, and, but) |
| | | | Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] |
| | | | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command |
| | | | Correct choice and consistent use of present tense and past tense throughout writing |
| | | | 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] |
| | | | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences |
| | | | Commas to separate items in a list |
| Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, speech marks | | | Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] |
| | | | Formation of nouns using a range of prefixes [for example super–, anti–, auto–] |
| | | | 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] |
| | | | Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] |
| | | | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] |
| | | | Introduction to paragraphs as a way to group related material |
| | | | Headings and sub-headings to aid presentation |
| | | | 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] |
| | | | Introduction to inverted commas to punctuate direct speech |

| | |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4 Determiner, pronoun, possessive pronoun, adverbial | The grammatical difference between plural and possessive –s |
| | Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] |
| | 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) |
| | Fronted adverbials [for example, Later that day, I heard the bad news.] |
| | Use of paragraphs to organise ideas around a theme |
| | Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| | Use of 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!"] |
| | Apostrophes to mark plural possession [for example, the girl's name, the girls' names] |
| Year 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | Use of commas after fronted adverbials |
| | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] |
| | Verb prefixes [for example, dis–, de–, mis–, over– and re–] |
| | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun |
| | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] |
| | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] |
| | Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] |
| | Brackets, dashes or commas to indicate parenthesis |
| Year 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | Use of commas to clarify meaning or avoid ambiguity |
| | 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] |
| | How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| | 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)]. |
| | 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] |
| | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis |
| | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] |
| | Use of the colon to introduce a list and use of semi-colons within lists |
| | Punctuation of bullet points to list information |



#WeAre**Lemington**

#WeAre**Collaborative**
#WeAre**Ambitious**

#WeAre**Global**
#WeAre**Resilient**

