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
			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Year 3 *preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, speech marks*	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	Determiner, pronoun, possessive pronoun, adverbial	Content

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]
- Use of commas after fronted adverbials

Year 5 — *modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*

- 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
- Use of commas to clarify meaning or avoid ambiguity

Year 6 — *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points*

- 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