



Whole School Spelling, Punctuation and Grammar Progression document

Word Structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in Reception are taught spellings in an interactive way through a variety of activities and songs. Children learn Phase 2 and Phase 3 letter sounds.</p> <p>Children begin with learning to spell the first set of 'tricky words' / high frequency words alongside simple phonically decodable words.</p>	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Formation of nouns using a range of prefixes, such as super–, anti–, auto– Use of the determiners a or an according to whether the next word begins with a consonant or a</p>	<p>The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>
Sentence Structure						
	<p>How words can combine to make sentences Joining words and joining sentences using and</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: eg. statement.</p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken) Expanded noun phrases to convey complicated information</p>



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						concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)
Text Structure						
	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text



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Punctuation						
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By the end of reception some basic 'rules for writing' - starting a sentence with a capital letter, making sure there are finger spaces between	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Introduction to inverted commas to punctuate direct speech	Use of inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys')	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the



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the words and a full stop at the end.	Capital letters for names and for the personal pronoun I	Apostrophes to mark contracted forms in spelling		boots) Use of commas after fronted adverbials		colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
Vocabulary						
	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma	Word family, conjunction, adverb, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, consonant letter,	Pronoun, possessive pronoun, adverbial	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	Active and passive voice, subject and object, hyphen, colon, semicolon, bullet points, synonym and antonym