

Spelling, Punctuation and Grammar (SPaG) Whole School Progression Grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Using phonetic knowledge to spell words. Recognising what a word is Understanding the need for and using clear spaces to separate words. Counting words in a sentence To write own name with a capital letter at the beginning.	Using phonetic knowledge to spell words. Identifying the use of full stops in sentences that are read. Sequencing words to convey meaning when written To write CVCs with lower case letters.	Identifying the use of upper and lowercase letters within a text that is read. Using full stops and capital letters in sentences that are written. Knowing how to spell some irregular common words (high frequency words). To write some high frequency words correctly.	Identifying the use of adjectives in a text that is read. Using adjectives in sentences that are written. Understanding the need for clear spaces to separate words. Identifying the use of full stops and capital letters in sentences that are read.	Beginning to recognise question marks and exclamation marks. Starting to recognise the difference between a question and a statement Learning the terms 'bold, italic'. Identifying a 'text box' Writing simple sentences and using finger spaces and a full stop.	Using question and exclamation marks in sentences that are written. Understanding that paragraphs separate ideas/information in a text that is read. To write simple sentences and using finger spaces, a capital letter at the start and a full stop at the end.
Year 1	Spelling Using known phonemes to spell common decodable and exception words correctly Naming the letters of the alphabet Matching upper and lower case letters Punctuation and Grammar Recognizing and naming capital letters	Spelling Spelling an increasing number of common decodable and exception words correctly Consolidating learning of alphabet letter names, matching upper/lower case Punctuation and Grammar Understanding that a line of writing is not necessarily a sentence. Knowing what a sentence is and where it ends	Spelling Applying known phonemes in independent writing Recognising and ordering the letter names of the alphabet Learning the terms 'root word, prefix, suffix Adding the prefix un- to verbs and adjectives when writing Adding a suffix to verbs where no change is needed in the spelling of	Spelling Applying known phonemes to spelling polysyllabic words Starting to identify root words Changing a root word by adding a suffix or prefix Punctuation and Grammar Writing capital letters at the beginning of names, including names of places	Spelling Reciting, writing and spelling the days of the week Revising and consolidating phonemes identified through assessments. Learning that the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, undoing, untying) Punctuation and Grammar	Spelling Adding the suffix -ing to verbs where no change is made to the spelling of the root word. (e.g. looking, singing) Adding the suffix -ing to verbs where the final consonant of the root word is doubled (e.g. running, sitting) Spelling of all exception words as taught Punctuation and Grammar

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	Using a capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and full stop. Leaving spaces between words Understanding that speech can be written in speech bubbles. Recognising that capital letters and full stops denote sentences in text Using a capital letter for the personal pronoun I Recognising a noun in spoken word and in text Identifying an adjective in text and spoken word Using adjectives when writing	Learning to use capital letters for names and at the start of a sentence. Recognising some purposes and uses of alphabetical order. Using capital letters and full stops correctly and with increasing frequency. Punctuation and Grammar Using the connective 'and' in simple sentence structure Recognising verbs in spoken word and text Identifying an adverb in text and spoken word Using adverbs when writing	root words (e.g. helping, helped, helper) Punctuation and Grammar Separating written words with spaces. Writing capital letters at the start of names Understanding how questions are constructed and using a question mark correctly Writing capital letters for names of people, places and days of the week. Recognising contractions I'm, I've, I'll Recognising adjectives and adverbs when reading and within their own writing. Writing two or more adjectives to relate to a noun	Learning what an exclamation is for and giving examples Identifying and using exclamation marks in text Understanding what a question is and giving examples Identifying examples of questions in text Using a question mark denote question when writing Selecting the correct punctuation when writing a question or an exclamation. Using the terms 'root word, prefix, suffix Identifying nouns when reading and within their own writing.	Writing bullet points or numbers in create lists Using bullet points or numbers when writing instruction Grammar Developing fuller understanding of the relationship between nouns and adjectives, verbs and adverbs Identifying connectives in text Using connectives when writing Using contractions I've, I'm, I'll when writing	Revision of all punctuation taught so far. Consolidating use in independent writing Identifying a wider range of connectives when reading and using these in their own writing. Revision of all grammar content taught so far. Consolidating use in independent writing
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Year 2	Spelling Practise spelling common exception words Identifying homophones, using and spelling them correctly or spelt a before l and ll Soft c following i Suffix -y Suffix -ly n sound spelt kn and gn igh sound spelt y Punctuation and Grammar Revise knowledge of using full stops correctly in a sentence. Introduce questions, and recap commands. Introduce, exclamations and recap questions commands. Revision of all types of sentences and punctuation taught this half term. Revise knowledge of upper and lower case matching letters; emphasise and begin to	Spelling Practise spelling common exception words and spelling these correctly in writing Adding the suffix -ing The j sound Special focus Contractions and apostrophes The o sound spelt a after w and qu Adding the suffix -ed The u sound spelt o and the or sound spelt ar after w. Punctuation and Grammar Using capital letters, full stops, question marks and exclamation marks to demarcate sentences Using commas to separate items in a list Apostrophes to mark where letters are missing in spelling. (Contractions) Grammar Formation of adjectives using suffixes such as -ful, -less Expanded noun phrases for description and specification	Spelling Practise spelling common exception words r sound spelt wr (Double with Grammar) Formation of adjectives using suffixes e.g. -ful – less er, est Punctuation and Grammar Using question marks and exclamation marks Using commas to separate items in a list Apostrophes to mark where letters are missing in spelling. (Contractions) Apostrophes to denote possession Formation of adjectives using suffixes e.g. -ful – less er, est, Expanded noun phrases for description Use of -ly to turn adjectives into adverbs Subordination (using when, if, that, because) Understanding how the grammatical patterns in a sentence indicate its	Spelling Practise spelling common exception words The ee sound spelt -ey Adding the suffix -ness Words ending in -le Words ending in -al Punctuation and Grammar Contractions - writing an apostrophe to mark where letters are omitted Using apostrophes to show possession Knowing the difference between an apostrophe for possession and an apostrophe for a contraction Writing speech marks to denote speech Subordination - using when, if, that, because, so, nevertheless Coordination - using or, and, but, as Understand the following terminology:	Spelling Practise spelling common exception words The ir sound spelt or after w. Adding the suffix -ment Words ending in -tion Adding the suffix -es Practise spelling common exception words Punctuation and Grammar Revision of contractions and apostrophes, and possessive apostrophes Writing speech marks to denote speech Use subordination (using when, if, that, because) and coordination (Using or, and, but). Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Make the correct choice and make consistent use of present and past tense	Spelling Practise spelling common exception words Recognising what spelling rules to use when adding suffixes to root words. Recognising and spelling homophones and near-homophones Adding common prefixes to root words and understanding how they change meaning (e.g. happy – unhappy, fair – unfair) Discriminating syllables in multisyllabic words as an aid to spelling (e.g. tomorrow, together). Punctuation and Grammar - Revision and consolidation of terms, application and purpose of all punctuation features taught Knowing that a paragraph is a collection of sentences/clauses around a common theme (about the same thing) Beginning to organise work into paragraphs Using a range of different types of sentences.

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	use in own writing e.g. names. Revise knowledge about other uses of capitalisation, e.g. for headings and titles including days of the week, months of the year.	Subordination (using when, if, that, because) and coordination (using or, and, but) Correct choice and consistent use of present tense and past tense throughout writing Using prepositions [for example, before, after, during, in, because of]	function as a statement, question, exclamation, command Use of the progressive form of verbs in the present tense and past tense to mark actions in progress (e.g. she is drumming, was shouting)	noun, noun phrase, statement, question, exclamation, command, compound word, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	throughout a piece of writing. Understanding the following terminology: noun, noun phrase, statement, question, exclamation, command, compound word, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	Using forms of a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Formation of nouns using a range of prefixes e.g. super-, anti-, auto-
Year 3	Spelling Revision of spelling rules previously learned Revision and consolidation - KS1 common exception words Adding suffix -er or -est Using apostrophes in contractions Using possessive apostrophes Words ending in -tion Words ending in -il and words where s	Spelling Adding the prefix dis- and in- Adding im- to root words beginning with m or p Special focus on exception words Adding the suffix -ous Adding the suffix -ly Words ending in -ture Punctuation and Grammar - Using nouns and proper nouns Using headings and subheadings	Spelling Homophones Adding -ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch The short 'i' sound spelt y Adding the suffix -ion Punctuation and Grammar - Using and punctuating direct speech	Spelling Adding the suffix -ian Adding the prefix re- Spelling homophones correctly Adding the prefix anti- Adding the prefix super- Adding the prefix sub- Punctuation and Grammar - Using subordinating conjunctions to	Spelling Consolidating knowledge and application of previously learned spelling rules Adding the prefix dis- and in- Adding im- to root words beginning with m or p Adding the suffix -ous Adding the suffix -ly Words ending in -ture Adding -ation to verbs to form nouns Words with the c sound spelt ch	Spelling Consolidating knowledge and application of previously learned spelling rules Words with the sh sound spelt ch Adding the suffix -ion Adding the suffix -ian Adding the prefix re- Adding the prefix anti- Adding the prefix super- Adding the prefix sub Punctuation and Grammar -

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	Punctuation and Grammar - Identifying and using adjectives and adverbs Learning the difference between a vowel letter and consonant letter Understanding when to use the determiners 'a' or 'an' according to whether the next word begins with a consonant or vowel. Identifying and using past and present tense correctly Extending the range of sentences with more than one clause by using a wider range of conjunctions: when, if, because, although Using metaphors, onomatopoeia and alliteration	Using conjunctions to create compound and complex sentences Word families - spect, scope Regular and irregular plurals. Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Using and punctuating direct speech. Organising paragraphs around a theme To know the difference between: single clause, compound and multi-clause sentences To know what a main clause is. To know what a subordinate clause is.	Using paragraphs to denote a new idea Learning and understanding the present perfect tense. Using headings and subheadings Knowing what parenthetical commas are Recognising the similarities/difference between speech marks, inverted commas and quotation marks.	express time place and cause Using the present perfect tense Writing and punctuating direct speech Using the prefixes sub- and tele- to alter a word. Identifying "direct speech". Applying the rules for punctuating speech/dialogue.	Punctuation and Grammar - Understanding the purpose of a comma in a poem. Knowing that punctuation changes the way you read (and understand) a poem. Using conjunctions to create complex and compound sentences Using prepositions Using adjectives to create expanded noun phrases Using the present perfect tense	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Consolidating learning: Recognising what a word family is - to know how words in a word family are connected by morphology, grammar and meaning. E.g. solve, solution, solver, dissolve, insoluble. To understand how knowledge of word families supports the correct spelling Using conjunctions, adverbs and prepositions to express time and cause Placing commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns
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Year 4	Spelling Adding the prefix mis- and revising un-, in-, dis- Words ending in zhuh spelt -sure Adding the prefix auto- Adding the suffix -ly Adding the prefix inter- Words with the ay sound spelt eigh, ei, ey Words ending in -ous Punctuation and Grammar Identifying adverbs and understanding their functions in sentences. Indicating possession by using the possessive apostrophe with plural nouns.	Spelling Words with the s sound spelt sc Words ending in zhun spelt -sion Adding il- and revising un-, in-, mis-, dis- The c sound spelt -que and the g sound spelt -gue Adding ir- to words beginning with r Adding the suffix -ion Punctuation and Grammar Organising paragraphs around a theme Identifying how and why paragraphs are used to organise and sequence information. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Spelling Special focus 1; the short u sound spelt ou and homophones Exception words and special focus 2; homophones special focus 3; possessive apostrophes with plural words Spelling focus- special focus 4; homophones and exception words Spelling focus; the 'i' sound spelt 'y' elsewhere than at the end of words and the 'u' sound spelt 'ou'. Punctuation and Grammar Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Spelling Consolidating learning of spelling rules previously taught Adding the prefix auto and adding the suffix -ly Adding the prefix inter- and words with the ay sound spelt eigh, ei, ey Words ending in -ous and Words with the s sound spelt sc Punctuation and Grammar Using the present perfect verb form. e.g. 'He has started a new job.' 'She has finished her homework'. Using verbs for description and to alter meaning: e.g. 'The crowd sat on the benches' => 'The crowd fidgeted on the benches'.	Spelling Consolidating learning of spelling rules previously taught Adding the prefix il- and revising un-, in-, mis- and dis- adding the suffix -sion Adding il- and revising un-, in-, mis-, dis- and the c sound spelt -que and the g sound spelt -gue Punctuation and Grammar Using expanded noun phrases Organising paragraphs around a theme Knowing that other punctuation can be used within inverted commas Learning where to position other punctuation in and around inverted commas. Recognising the impact of using other punctuation in	Spelling Consolidating learning of spelling rules previously taught Adding ir- to words beginning with r Adding the suffix -ion (1) Adding the suffix -ion (2) Revise and consolidate learning of all exception words taught Punctuation and Grammar Revision and consolidation of all grammar and punctuation content taught through the year.

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	Using conjunctions, adverbs and prepositions to express time and cause. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.		Using fronted adverbials Planning writing by: discussing text similar to that which they are planning to write, considering structure vocabulary and grammar	Using commas after fronted adverbials	and around inverted comm	
Year 5	Spelling Consolidating learning of spelling rules previously taught Adding ir- to words beginning with r Adding the suffix -ion (1) Adding the suffix -ion (2) Revise and consolidate learning of all exception words taught Punctuation and Grammar Using expanded noun phrases to convey complicated information concisely.	Spelling Words containing the silent b Adding the suffix -ible Adding the suffix -able Words containing the silent t Adding the suffixes -ibly and -ably Words ending in -ent Punctuation and Grammar Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause.	Spelling Words containing the silent b Adding the suffix ible Adding the suffix able Words containing the silent t Adding the suffixes -ibly and -ably Words ending in -ent Punctuation and Grammar Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Spelling The letter string ough Revision of homophones Revision and focus on exception words - irregular common spellings Punctuation and Grammar Using hyphens to avoid ambiguity. Punctuating bullet points consistently. Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Linking ideas across paragraphs using	Spelling Consolidating knowledge and previous learning - spelling rules and exceptions Words containing the silent b Adding the suffix -ible Adding the suffix -able Words containing the silent t Adding the suffixes -ibly and -ably Words ending in -ent Punctuation and Grammar	Spelling Consolidating knowledge of previous learning - spelling rules and exceptions Words ending in -ence Words containing -ei Words ending in -ance Words ending in -cious Words ending in -tious Words ending in -tial and -cial Punctuation and Grammar Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

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	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using commas to clarify meaning or avoid ambiguity in writing. Converting nouns or adjectives into verbs using suffixes. Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. Consolidating use of punctuation for direct speech.	Using modal verbs or adverbs to indicate degrees of possibility. Punctuating bullet points consistently. Indicating degrees of possibility using adverbs and modal verbs. Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	Using brackets, dashes or commas to indicate parenthesis. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. Working with reported speech.	adverbials of time, place and number or tense choices. Using brackets, dashes or commas to indicate parenthesis.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Linking ideas across paragraphs using adverbials of time, place and number or tense choices. Using commas to clarify meaning or avoid ambiguity. Consolidating use of colons and semi-colons.	Linking ideas across paragraphs using adverbials of time, place and number or tense choices. Consolidating use of brackets, dashes and commas for parenthesis. Consolidating use of hyphens. Recapping and consolidating grammar terminology learnt throughout the year.
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Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Consolidating Year 5 Learning Words containing the silent b Adding the suffix ible Adding the suffix able Words containing the silent t Adding the suffixes ibly and ably Words ending in ent	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing - question tags and the subjunctive form. Consolidating Year 5 Learning Words ending in ence Words containing ei Words ending in ance Words ending in cious Words ending in tious Words ending in tial and cial	Linking ideas across paragraphs using a wider range of cohesive devices Use of the semicolon, colon and dash to mark the boundary between independent clauses Suffixes - ed, ing, ly, ment	Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points The sh sound spelt ti or ci The sh sound spelt si or ssi Silent Letters The spellings ei and ie Words ending in ible and able Plural nouns	SATS - Whole Spelling, Punctuation and Grammar curriculum from Y3 - Y6 covered. Spelling Patterns Year 3-6 Revised.	Special Focus Spelling activities. The letter string ough Common exception words Homophones and other words that are often confused. Hyphenated words Common mistakes
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