



PROGRESSION OF SPELLING, PUNCTUATION AND GRAMMAR SKILLS

Year Group	Spelling	Punctuation	Grammar	Associated Vocabulary
Nursery	Children are taught the Foundation Phonics section from Little Wandle Letters and Sounds revised.	PLEASE REFER TO NURSERY PLANNING FOR FURTHER DETAILS.		
Reception	We follow Little Wandle Letters and Sounds revised as our SSP scheme for phonics and spelling.	<p>By the end of Reception, children reaching the ELG in writing will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. <p>PLEASE REFER TO RECEPTION PLANNING FOR FURTHER DETAILS.</p>		
Year 1 (Please refer to Nc document pg 9-15 Appendix 1 pg 40-44 Appendix 2 pg 65)	We follow Little Wandle Letters and Sounds revised as our SSP scheme for phonics and spelling.	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, • Begin to use a question mark or exclamation mark. • Begin to punctuate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<ul style="list-style-type: none"> • Leave spaces between words. • Join words and joining clauses using and. 	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark, Exclamation mark
Year 2 (Please refer to Nc document pg 16-22)	<p>For children who do not pass the Phonics Screening Check in Year One, staff will be delivering 'Keep Up' sessions from Little Wandle Letters and Sounds Revised.</p> <ul style="list-style-type: none"> • Use new ways of spelling phonemes for which one or more spellings are already known and correctly spell some words with each spelling, including a few common homophones 	<ul style="list-style-type: none"> • Punctuate sentences with capital letters and full stops. • Use question marks and exclamation marks to demarcate sentences. • Use commas in lists. 	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation, command. 	Noun Noun phrase Statement Question Exclamation Command

<p>Appendix 1 pg 45-48 Appendix 2 pg 66)</p>	<ul style="list-style-type: none"> • Common exception words from NC. • ge and dge at the end of words. • s sound spelt c. • n sound spelt kn and gn at start of words. • r sound spelt wr at start of words. • Words ending le • Words ending el • Words ending il • Words ending in y which says I • Add es to nouns and verbs ending y e.g. babies • Add endings- ed, ing, er, est to root words ending in y with a consonant before it e.g. copied • Add ing, ed, er, est, y to words ending in e with a consonant before it e.g. hiking • Add ing, ed ,er ,est, y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting. • al/ all sound. • u sound spelt o e.g. other • i sound spelt ey e.g. donkey. • o sound spelt a after w and qu e.g. want. • er spelt or after w. • z sound spelt s e.g. usual. • or sound spelt ar after w e.g. war • correctly spells an increasing number of words with contracted forms (can't, didn't, hasn't, couldn't, it's, I'll) • distinguishes between homophones and near-homophones (were and we're) • Adds suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly • Uses the possessive apostrophe (singular) – e.g. the girl's book • Words ending in tion 	<ul style="list-style-type: none"> • Use correct punctuation of apostrophes for contracted forms. • Use correct punctuation of apostrophes for the possessive singular in nouns. 	<ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify, e.g. the blue butterfly • Use the present tense correctly and consistently. • Use conjunctions of subordination (when, if, that, because) and co-ordination (or, and, but). • Uses the past tenses correctly and consistently including the progressive form. 	<p>Adjective Verb Suffix, Adverb Tense (past, present) Apostrophe Comma Homophone Contraction Syllable</p>
<p>Year 3 (Please refer to Nc document pg 23-30 Appendix 1 pg 49-55 Appendix 2 pg 66-67)</p>	<p>(See separate spelling planning for separate list of words to be taught and progression sheets/NC appendix 1 for examples)</p> <ul style="list-style-type: none"> •Add suffixes, beginning with vowel letters, to words of more than one syllable e.g. forgetting • Words that sound like i, but are spelt y (other than at the end of words e.g. gym) •Words with the u sound spelt ou e.g. young • Prefixes- un, de, dis, mis, re, sub •Words with the suffix –ation. •Words with endings sounding like zuh and chuh but spelt sure, ture. •Words ending sion •Words with the suffix –ous. 	<p>Revision of:</p> <ul style="list-style-type: none"> • Apostrophes for contraction and possession. • Commas in lists • Capital letters, full stops, question marks and exclamation marks. • Begin to use inverted commas to punctuate direct speech. 	<p>Revision of:</p> <ul style="list-style-type: none"> • Noun phrases. • Sentences in different forms e.g. statement, question, exclamation, command. • Use conjunctions, adverbs and prepositions to express time, place and cause. • Use paragraphs as a way to group related material. 	<p>Adverb Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter vowel, Vowel letter Inverted commas</p>

	<ul style="list-style-type: none"> • Words with endings which sound like shun spelt –tion, –sion, –ssion, –cian 		<ul style="list-style-type: none"> • Within sentences, chooses nouns or pronouns appropriately for clarity and to avoid repetition. • extends the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • Uses the present perfect forms of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) • Uses the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) 	
<p>Year 4 (Please refer to Nc document pg 23-30 Appendix 1 pg 49-55 Appendix 2 pg 67)</p>	<p>(See separate spelling planning for separate list of words to be taught and progression sheets/NC appendix 1 for examples)</p> <ul style="list-style-type: none"> • Words with the k sound spelt ch (Greek in origin) e.g. chemist • Words with the sh sound spelt ch (mostly French in origin) e.g. parachute • Words ending with the g sound spelt –gue e.g. league and words with que ending e.g antique. (French in origin). • Words that sound like s, but are spelt sc (Latin in origin) e.g. science. • Words with the ay sound spelt ei, eigh. • Know the rules for adding ly suffix • Know the rules for doubling consonants. • Words with silent letters. • Words with silent vowels. • Use correctly the possessive apostrophe with plural words (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) • Knows and uses the correct spelling of homophones or near-homophones. 	<p>Revision of:</p> <ul style="list-style-type: none"> • Apostrophes for contraction and possession. • Use commas after fronted adverbials • Use apostrophes correctly to mark singular possession. • Use apostrophes correctly to mark plural possession. • Uses inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). 	<p>Revision of:</p> <ul style="list-style-type: none"> • Use of conjunctions, adverbs and prepositions to express time, place and cause. • Organise the content of paragraphs (usually around a theme) • Expand sentences by adding modifying adjectives, nouns and preposition phrases. • Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use fronted adverbial words and phrases. • To understand what a determiner is and how it functions in a sentence. • To understand the correct standard English forms for verb inflections instead of local spoken forms e.g. we 	<p>Revision of:</p> <ul style="list-style-type: none"> • Contraction • Possession • Apostrophe • Inverted commas • Determiner • Pronoun • Possessive pronoun • Fronted adverbial • Singular possession • Plural possession • Modifying adjectives

			<p>were instead of we was, I was sitting down instead of I was sat down.</p>	
<p>Year 5 (Please refer to Nc document pg 31-38 Appendix 1 pg 56-62 Appendix 2 pg 68)</p>	<p>(See separate spelling planning for separate list of words to be taught and progression sheets/NC appendix 1 for examples)</p> <ul style="list-style-type: none"> • ible/able • words with suffixes beginning with vowel letters to words ending in –fer • ough words • words containing silent letters • Homophones and words that are often confused. • Prefixes- revise un, de, dis, mis, re and learn im, in, il, ir, de, over, inter, super, anti, auto. • Suffixes-ify, ly (revision), ise, ate, en • Words with unstressed vowels 	<p>Revision of:</p> <ul style="list-style-type: none"> • Use of commas, especially after fronted adverbials. • Inverted commas and associated speech punctuation, including split dialogue. • Use of commas to indicate parenthesis. • Use of correct commas to clarify meaning or avoid ambiguity. • Use of brackets or dashes to indicate parenthesis. 	<p>Revision of:</p> <ul style="list-style-type: none"> • Use of fronted adverbials. • Use of dialogue in narrative. • Prepositional phrases. • The purpose of determiners. • Correct standard English • Use of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • To understand that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Use of the perfect form of verbs to mark relationships of time and cause. • To ensure correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing • To display consistent and correct use of tense throughout a piece of writing. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). 	<p>Revision of:</p> <p>Determiner Singular possession Plural possession Fronted adverbial</p> <p>Modal verb Relative pronoun Relative clause Parenthesis Brackets, Dashes The dramatic dash Cohesion Ambiguity Consistent tense Modifying adverb Perfect form verbs Time adverbials</p>

<p>Year 6 (Please refer to Nc document pg 31-38 Appendix 1 pg 40-44 Appendix 2 pg 68-69)</p>	<p>(See separate spelling planning for separate list of words to be taught and progression sheets/NC appendix 1 for examples) Revision of all KS2 spelling rules</p> <ul style="list-style-type: none"> Words ending in cious or tious Words ending in cial/tial Words ending in -ant, -ance, -ancy,, -ent,, -ence,-ency Words ending in -ably and -ibly <ul style="list-style-type: none"> Words with ie and ei after c Use of hyphens correctly in spelling. 	<p>Revision of:</p> <ul style="list-style-type: none"> Commas for parenthesis, to avoid ambiguity and to separate clauses. Use of brackets and dashes. Uses of hyphens to avoid ambiguity. Use of bullet points consistently and accurately. Use of the colon to introduce lists and semi-colons to separate items in a list. Use of ellipsis 	<p>Revision of:</p> <ul style="list-style-type: none"> Use of relative clauses embedded and as subordinate clauses. Use of modal verbs and modifying adverbs. <ul style="list-style-type: none"> Use of dialogue to advance action. Use of vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use of passive and active verbs to affect the presentation of information in a sentence. Use of correct choice of tense, sustained throughout writing. To understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little). Links ideas within and across paragraphs using a wider range of cohesive devices: 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. Uses structures typical of informal speech e.g. question tags Uses structures appropriate for formal speech e.g. the use of subjunctive forms in some very formal writing and speech. 	<p>Revision of:</p> <ul style="list-style-type: none"> Relative pronoun Relative clause Modal verb Modifying adverb Determiner Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Adverbials Subjunctive form Cohesive devices Repetition Question tags Formal/informal writing Article
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