

## Spelling, Punctuation & Grammar Skills and Knowledge Progression Document

	EYFS 30-50 months	EYFS 40-60 months
	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>All letters of the alphabet and the sounds which they most commonly represent;</p> <p>Consonant digraphs which have been taught and the sounds which they represent;</p> <p>Vowel digraphs which have been taught and the sounds which they represent;</p> <p>The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds;</p> <p>Words with adjacent consonants;</p> <p><b>Early Learning Goal</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

<b>Spelling</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3&amp;4</b>		<b>Year 5&amp;6</b>	
	<p><i>Spell:</i> words containing each of the 40+ phonemes already taught;  common exception words;  the days of the week.</p> <p><i>Name the letters of the alphabet:</i> naming the letters of the alphabet in order;  using letter names to distinguish between alternative spellings of the same sound.</p> <p><i>Add prefixes and suffixes:</i> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;  using the prefix un–;  using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><i>Spell by:</i>  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones;  learning to spell common exception words;  learning to spell more words with contracted forms;  learning the possessive apostrophe (singular) [for example, the girl’s book];  distinguishing between homophones and near-homophones.  Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><i>Revision from Y1 and 2: pay attention to suffixes.</i>  Use further prefixes and suffixes and understand how to add them;  Spell further homophones.  Spell words that are often misspelt;  Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].  Use the first two or three letters of a word to check its spelling in a dictionary.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>			<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words, which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>
<b>Vocabulary, Punctuation &amp; Grammar</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><i>Word</i> Regular plural noun suffixes –s or –es (e.g., dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper).</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g., unkind, or undoing, e.g., untie the boat).</p>	<p><i>Word</i> Formation of nouns using suffixes such as –ness, –er and by compounding (e.g., whiteboard, superman).</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.</p> <p><i>Sentence</i> Subordination (using when, if, that, because) and co-ordination (using or, and,</p>	<p><i>Word</i> Formation of nouns using a range of prefixes, such as super–, anti–, auto–</p> <p>Use of 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>	<p><i>Word</i> The grammatical difference between plural and possessive –s.</p> <p>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><i>Word</i> Converting nouns or adjectives into verbs using suffixes (e.g., –ate; –ise; –ify).</p> <p>Verb prefixes (e.g., dis–, de–, mis–, over– and re–).</p> <p><i>Sentence</i> Relative clauses beginning with who, which, where,</p>	<p><i>Word</i> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., find out – discover; ask for – request; go in – enter).</p> <p>How words are</p>

<p><i>Sentence</i> How words can combine to make sentences.</p> <p>Joining words and joining clauses using 'and'.</p> <p><i>Text</i> Sequencing sentences to form short narratives.</p> <p><i>Punctuation</i> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><i>Terminology for pupils</i> Use grammatical terminology in discussing their writing:</p> <p>letter, capital letter;</p> <p>word, singular, plural;</p> <p>sentence;</p> <p>punctuation, full stop, question mark, exclamation mark.</p>	<p>but).</p> <p>Expanded noun phrases for description and specification (e.g., the blue butterfly, plain flour, the man in the moon).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p><i>Text</i> Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting).</p> <p><i>Punctuation</i> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g., the girl's name].</p> <p><i>Terminology for Pupils</i> Use and understand grammatical terminology in discussing their writing:</p> <p>noun, noun phrase; statement, question, exclamation, command; compound, suffix;</p> <p>adjective, adverb, verb; tense (past, present);</p> <p>apostrophe, comma.</p>	<p>Word families based on common words, showing how words are related in form and meaning (e.g., solve, solution, solver, dissolve, insoluble).</p> <p><i>Sentence</i> Expressing 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).</p> <p><i>Punctuation</i> Introduction to inverted commas to punctuate direct speech.</p> <p><i>Text</i> Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g., 'He has gone out to play 'contrasted with 'He went out to play').</p>	<p><i>Sentence</i> 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).</p> <p>Fronted adverbials (e.g., Later that day, I heard the bad news.).</p> <p><i>Text</i> Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p><i>Punctuation</i> Use of inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark singular and</p>	<p>when, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g., perhaps, surely) or modal verbs (e.g., might, should, will, must).</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p><i>Text</i> Devices to build cohesion within a paragraph (e.g., then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly).</p> <p><i>Punctuation</i> Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p><i>Terminology for pupils</i> Use and understand grammatical terminology</p>	<p>related by meaning as synonyms and antonyms (e.g., big, large, little).</p> <p><i>Sentence</i> Use of the passive 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 [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g., '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).</p> <p><i>Text</i> Linking ideas 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</p>
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