

Annual Spelling, Punctuation and Grammar Progression

	Year 1	Year 1/2	Year 2	Year 3/4	Year 4/5	Year 5/6
Grammar - Word	See spelling overview for spelling patterns [e.g. prefixes, suffixes]	See spelling overview for spelling patterns [e.g. prefixes, suffixes]	See spelling overview for spelling patterns [e.g. prefixes, suffixes]	See spelling overview for spelling patterns [e.g. prefixes, suffixes] Use a or an according to whether the next word begins with a vowel or consonant	See spelling overview for spelling patterns [e.g. prefixes, suffixes]	See spelling overview for spelling patterns [e.g. prefixes, suffixes] Recognise vocabulary and structures for informal and formal speech and writing Know how words are related to meaning as synonyms and antonyms
Grammar - Sentence Cohesion : Detail		Y2: Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]

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<p>Grammar - sentence Cohesion : Varying sentence types</p>	<p>Combine words to make sentences</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	<p>Y1: Combine words to make sentences</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p> <hr/> <p>Y2: Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express 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]</p>		
<p>Grammar Cohesion : Paragrap h</p>				<p>Use paragraphs to organise ideas around a theme</p> <p>Use headings and subheadings to aid presentation</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Use fronted adverbials [for example, later that day, I heard the bad news.]</p>	<p>Use paragraphs to organise ideas around a theme</p> <p>Use fronted adverbials [for example, later that day, I heard the bad news.]</p> <p>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p>	<p>Link 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 or ellipsis</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>

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				Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Link 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]	Use Layout devices [e.g. headings, subheadings, columns, bullet points, tables etc]
Grammar Cohesion : Tenses		<p>Y2: Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	Use 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]		<p>Use the passive voice 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)].</p> <p>Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p>

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<p>Grammar - Punctuati on</p>	<p>Separate words with spaces</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Y1</p> <p>Separate words with spaces</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use 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!"]</p>	<p>Use commas after fronted adverbials and to clarify meaning or avoid ambiguity</p> <p>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p>
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		<p>Y2: Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>			<p>conductor shouted, "Sit down!"]</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</p>
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Writing composition	<p>Write sentences:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Say out loud what is going to be written about • Sequence sentences to form short narratives • Re-read and check sense • Discuss what has been written with the teacher or other pupils 	<p>Y1: Write sentences:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Say out loud what is going to be written about • Sequence sentences to form short narratives • Re-read and check sense • Discuss what has been written with 	<p>Develop positive attitudes towards and stamina for writing:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes • Plan or say out loud what is going to be written about 	<p>Plan writing:</p> <ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas <p>Draft and write:</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally 	<p>Plan writing:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas <p>Draft and write:</p>	<p>Plan writing:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research <p>Draft and write:</p> <ul style="list-style-type: none"> • Enhance meaning through selecting

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	<ul style="list-style-type: none"> Read writing aloud clearly enough to be heard by peers and the teacher 	<p>the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p> <p>Y2: Develop positive attitudes towards and stamina for writing:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils 	<ul style="list-style-type: none"> Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation 	<ul style="list-style-type: none"> Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using 	<ul style="list-style-type: none"> Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot Integrate dialogue to convey character and advance the action In non-narrative use simple organisational devices such as heading, sub-headings <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency 	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense
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		<ul style="list-style-type: none">• Re-read to check sense• Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation		appropriate intonation and controlling the tone and volume so that the meaning is clear.	and enhance effect <ul style="list-style-type: none">• Proof-read for spelling and punctuation errors• Use consistent and correct tense• Subject and verb agreement when using singular and plurals	<ul style="list-style-type: none">• Subject and verb agreement when using singular and plurals• Distinguish between the language of speech and writing• Choose the appropriate register• Proof-read for spelling and punctuation errors
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