

WHITCHURCH COMBINED SCHOOL
Progression in Spelling, Punctuation and Grammar

| | Transcript | Punctuation | Grammar | Spelling | Terminology |
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| EYFS | | | | | |
| Year 1 | <ul style="list-style-type: none"> • Sit correctly at the table and hold pencil correctly. • Leave spaces between words. • Begin to form correctly oriented lower-case and capital letters and numbers 0 – 9. • Write from memory a simple sentence dictated by the teacher. | <ul style="list-style-type: none"> • Use punctuation for sentences including full stops, question marks, exclamation marks. | <ul style="list-style-type: none"> • Use capital letters for names of people, places, days of week and months and pronoun 'I'. • Beginning to use capital letters at start of sentences. • Use co-ordinating conjunctions to join ideas in sentences (<i>and, but</i>). • Use noun phrases in writing. (<i>these animals / the tall buildings / a red flower</i>) | <ul style="list-style-type: none"> • Name letters of the alphabet • Spell words containing the 40+ phonemes • Common exception words • Days of the week • Add suffix -s and -es to create plural nouns/3rd person singular for verbs • Use prefix un- • Use -ing, -ed, -er and -est where root word remains unchanged | <p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.</p> |
| Year 2 | <ul style="list-style-type: none"> • Correctly form lower case letters of correct size and proportion • Write capital letters of the right size, orientation and proportion. • Start to use diagonal / horizontal strokes to join and know which letters are best left un-joined. • Use correct spacing between letters and words • Write from memory simple sentences dictated by the teacher which include common exception words and taught punctuation. | <ul style="list-style-type: none"> • Use commas in lists. • Use apostrophes for the contracted form. • Use the possessive apostrophe (singular) • | <ul style="list-style-type: none"> • Use simple expanded noun phrases. (<i>these wild animals / the tall buildings / that red flower in the pot</i>) • Use simple past and present tense. (<i>I walked; I walk / He ran; he runs</i>) • Use progressive past and present tense. (<i>I was walking; I am walking / He was running; he is running</i>) • Use co-ordinating conjunctions to join ideas in sentences (<i>and, or, but</i>). • Use sub-ordinating conjunctions to join ideas in sentences (<i>when, if, that, because</i>). • Use some features of standard English (eg: <i>use correct verb inflections: I run / he runs and irregular verb tenses: I run / I ran</i>) | <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these with graphemes. • Learn alternative spellings of phonemes • Add suffixes -ment; -less; -ly; -ness; -ful. • Common exception words • Contractions • Homophones | <p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) apostrophe, comma</p> |

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| Year 3 | <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left un-joined • Increase the legibility, consistency and quality of handwriting | <ul style="list-style-type: none"> • Use possessive apostrophes (singular and plural) | <ul style="list-style-type: none"> • Continue to develop use of expanded noun phrases (<i>the tall buildings without windows / a crimson flower in the garden</i>) • Use wider range of subordinating conjunctions (<i>before, after, while, when, if, because, although</i>) • Use present perfect tense (<i>I have seen</i>) • Express time, place and cause using subordinating conjunctions (<i>when, before, after, while, because</i>) • Express time, place and cause using adverbs (<i>then, next, soon, therefore</i>) • Express time, place and cause using prepositions (<i>before, after, during, in, because of</i>) • Use the correct form of 'a' / 'an' • use and punctuate direct speech (i.e. Inverted commas) • Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses | <ul style="list-style-type: none"> • Use a wider range of prefixes and suffixes • word families based on common words (solve, solution, dissolve, insoluble) • Spell wide range of homophones • Spell words that are often misspelt • Use a dictionary to spell words correctly | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |
| Year 4 | <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters • Know which letters are best left unjoined • Increase the legibility, consistency and quality of handwriting | <ul style="list-style-type: none"> • Use apostrophe for singular and plural possession. • Use commas after fronted adverbials • Punctuate direct speech with inverted commas and punctuation. | <ul style="list-style-type: none"> • Use a wider range of co-ordinating conjunctions (<i>but, and, or, so,</i>) • Use a wider range of sub-ordinating conjunctions (<i>before, after, while, when, if, because, although</i>) • Use more advanced expanded noun phrases (<i>The cunning fox with the bushy tail; a large mysterious object under the tree</i>) • Choose nouns/pronouns accurately for clarity and cohesion • Vary sentence openers with fronted adverbials and subordinate clauses • Know the difference between Standard/non-Standard English | <ul style="list-style-type: none"> • Use a wider range of prefixes and suffixes • Spell wide range of homophones • Spell words that are often misspelt • Use a dictionary to spell words correctly | determiner, pronoun, possessive pronoun, adverbial |

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| | | | <ul style="list-style-type: none"> • Broaden range of figurative language to include metaphors, personification and repetition | | |
| Year 5 | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose the writing implement best suited to the task | <ul style="list-style-type: none"> • Indicate parenthesis using brackets, dashes and commas • Use commas to clarify meaning/avoid ambiguity | <ul style="list-style-type: none"> • Use a full range of co-ordinating conjunctions (<i>FANBOYS</i>) • Use a wide range of sub-ordinating conjunctions (<i>AWHITEBUS</i>) • Use relative clauses with relative pronouns (<i>who, which, where, whose, that, when</i>) • Indicate possibility using adverbs (<i>maybe, possibly, perhaps, definitely</i>) and modal verbs (<i>shall, may, can, might, must, could etc</i>) • Use expanded noun phrases for accuracy and effect. • Become familiar with the language of writing eg figurative language and imagery, | <ul style="list-style-type: none"> • Use a further range of suffixes and prefixes • Spell some words with silent letters • Continue to distinguish between homophones and other words that are often confused • Use knowledge of morphology and etymology as a strategy for spelling • Use dictionaries to check spelling and meaning of new words (using first 3 letters) • Use dictionaries (and thesauruses) to check meaning of new words/language | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| Year 6 | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Choose the writing implement best suited to the task | <ul style="list-style-type: none"> • Use colons to introduce a list and mark boundaries between clauses • Use semi-colons in a longer list and to mark boundaries between clauses • Punctuate bullet points consistently • Use hyphens to avoid ambiguity. • Use dashes to add additional detail or information | <ul style="list-style-type: none"> • Use a full range of co-ordinating conjunctions (<i>FANBOYS</i>) • Use a wide range of sub-ordinating conjunctions (<i>AWHITEBUS</i>) • Use active/passive voice for effect • Use wider range of cohesive devices (<i>repetition of word/phrase, adverbials, pronouns and ellipsis</i>) • Identify formal/informal structures eg question tags, subjunctive form • Use perfect form to indicate time/cause (<i>She had been in the cottage before now / she has been picking blackberries</i>) | <ul style="list-style-type: none"> • Use a further range of suffixes and prefixes • Use knowledge of morphology and etymology as a strategy for spelling • Use dictionaries to check spelling and meaning of new words (using first 3 letters) • Spell some words with silent letters and unstressed vowels. • Continue to distinguish between homophones and other words that are often confused | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |