

# Learn and Grow Together

## Spelling, grammar and punctuation progression from EYFS to year 6.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows the areas that the children should be secure in by the end of the academic year. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on children's understanding. There is also an expectation that children learn to recognise and use relevant terminology through discussion and practice. This document links to the English Overviews and the teaching of RWI Phonics Programme; the Grammarsaurus Place Value, Punctuation and Grammar programme and the Grammarsaurus' Place Value of Spelling programme.

|      | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 3                                                                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                         | Year 5                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                                                                         |
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| Word | <p><b>Preparation for writing.</b></p> <p><u>ELG:</u><br/><u>Communication and Language:</u><br/>Express ideas and feelings about their experiences using <b>full sentences</b>, including the <b>use of past, present and future tenses</b>.</p> <p>Orally make use of <b>conjunctions</b> with modelling and support from an adult.</p> <p><b>Also refer to Reception Literacy/C&amp;L and RWI Progression documents.</b></p> | <p>Regular <b>plural noun suffixes</b> -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p><b>Suffixes</b> that can be <b>added to verbs</b> where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p><b>Suffixes</b> -ed, -est -ing, -er</p> <p><b>Common Exception Words for Y1.</b></p> <p><b>Also refer to RWI Progression documents.</b></p> | <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman].</p> <p>Formation of <b>adjectives</b> using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1).</p> <p>Use of -ly in Standard English to turn adjectives into <b>adverbs</b>.</p> <p>Spelling of subject-specific vocabulary.</p> <p><b>Begin</b> to apply <b>morphology</b> to spelling.</p> | <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box].</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p><b>Application of morphology.</b></p> | <p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-, ation, -ive].</p> <p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s.</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>].</p> | <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate; -ise; -ify].</p> <p><b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-].</p> | <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>].</p> <p>How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [for example, big, large, little].</p> |

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Belonging, Caring, Resilience, Integrity

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|                 | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 1                                                                                                                  | Year 2                                                                                                                                                                                                                                                                                                                                                                                  | Year 3                                                                                                                                                                                                                                                            | Year 4                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                         | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Sentence</b> | <p><b>Preparation for writing.</b></p> <p><u>ELG:</u><br/><u>Communication and Language:</u><br/>Express ideas and feelings about their experiences using <b>full sentences</b>, including the <b>use of past, present and future tenses</b>.</p> <p><u>Literacy:</u><br/><b>Write a simple phrase or sentence</b> that can be read by others.</p> <p><b>Also refer to Reception Literacy/ C&amp;L Progression document.</b></p> | <p>How <b>words</b> can combine to make <b>Sentences</b>.<br/><b>Joining words and joining clauses</b> using 'and'.</p> | <p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but).<br/>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>].<br/><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or Command.</p> | <p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].</p> | <p><b>Noun phrases expanded</b> by the addition of <b>modifying</b> adjectives, nouns and preposition phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>).<br/><b>Fronted adverbials</b> [for example, <u>Later that day</u>, <i>I heard the bad news.</i>]</p> | <p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun. Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>].</p> | <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive forms</b> such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come in some very formal writing and speech</i>].</p> |

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|      |                                                                      |                                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Text | <p><b>Sequencing stories</b> into the beginning, middle and end.</p> | <p>Sequencing <b>sentences</b> to form short narratives.</p> | <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing. Use of the <b>progressive form</b> of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</p> | <p>Introduction to paragraphs to group related material. Headings and sub headings to aid presentation. Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].</p> | <p>Use of paragraphs to organise ideas around a theme. Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid Repetition.</p> | <p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]. Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].</p> | <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b>. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> |
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|             | EYFS                                                                                                                                                                | Year 1                                                                                                                                                                                                                                           | Year 2                                                                                                                                                                                                                                                                                                            | Year 3                                                                    | Year 4                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Punctuation | <p><b>Begin</b> to use <b>full stops</b> and <b>capital letters</b>.</p> <p>Spell own name with a capital letter.</p> <p>Use <b>finger spaces</b> when writing.</p> | <p>Separation of <b>words</b> with spaces.</p> <p>Secure the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun I</b>.</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Commas to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].</p> | <p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p> | <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i>].</p> <p>Use of commas after <b>fronted adverbials</b>.</p> | <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>].</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p><b>Punctuation</b> of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>].</p> |

Appendix 2 of the national curriculum in England KS1 and 2 framework document: English

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