

Subject: Literacy

Writing Skills Progression (SPaG)

Key: Autumn Spring Summer

Teaching sentence structure and cohesion through
National Curriculum: [Grammar/punctuation](#)
National Curriculum: [Spelling](#)

	<u>Spelling</u>	<i>Teaching ideas</i>	<u>Grammar</u>	<i>Teaching ideas</i>
Rec	<i>See phonics progression document</i>		<i>See phonics progression document</i>	
Y1	<ul style="list-style-type: none"> • <u><i>See phonics policy document for sounds and tricky words taught across whole year</i></u> • Begin to read and write 100 HF words and Year 1 common exception words 	<p>.Taught in phonics sessions as much as possible</p> <p>.</p>	<p>Terminology: letter, capital letter, word, full stop, sentence</p> <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops • Capital letters for names and for the personal pronoun I 	<p>.Taught in phonics sessions as much as possible</p> <p>.Pie Corbett Jumpstart Grammar games</p> <p>.Noun vs verb game (adapted for other terminology)</p>
	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Begin to read and write 100 HF words and Year 1 common exception words 		<p>Terminology: punctuation, question mark, exclamation mark, adjective, noun, verb</p> <p>Sentences</p> <ul style="list-style-type: none"> • Joining words and joining clauses using <u>and</u> • Begin to use interesting adjectives in sentences <p>Punctuation</p> <ul style="list-style-type: none"> • Introduction to capital letters, full stops and question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I 	
	<ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] • Contraction words - can't and don't (common exception words) • Use some simple adverbs for extra detail 		<p>Terminology: singular, plural,</p> <p>Sentences</p> <ul style="list-style-type: none"> • Joining words and joining clauses using <u>and</u> • Adjectives used to add extra detail <p>Punctuation</p> <ul style="list-style-type: none"> • Capital letters, full stops and question marks and exclamation marks to demarcate sentences 	

	<ul style="list-style-type: none"> • Read and write 100 HF words and Year 1 common exception words • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 		<ul style="list-style-type: none"> • Capital letters for names and for the personal pronoun I 	
Y2	<ul style="list-style-type: none"> • <i>Additional spellings in Phonics. See phonics progression document</i> • Words ending -il (e.g pupil, evil) • The or sound spelt a before l and ll (e.g. ball, fall) • The 'ai' sound spelt -y at the end of words • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs • Adding -es to nouns and verbs ending in -y • Contractions 	<p>.Rising Stars</p> <p>.Pie Corbett</p> <p>Spelling games (powerpoint saved on teachers server with example games which can be adapted for different rules).</p>	<p>Terminology: noun, noun phrase, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>Sentences</p> <ul style="list-style-type: none"> • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>Punctuation</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>.Noun vs verb game (adapted for other terminology)</p>
	<ul style="list-style-type: none"> • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it • The /l/ or /əl/ sound spelt -le at the end of words (e.g. little, table) • The /l/ or /əl/ sound spelt -el at the end of words (e.g. tunnel, travel) • Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll (e.g. walk, all, tall) • The suffixes -ment, -ness, -ful, -less and -ly • Homophones and Near-homophones • Contractions • Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 		<p>Terminology: statement, question, exclamation, command, compound</p> <p>Sentences</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Punctuation</p> <ul style="list-style-type: none"> • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	
	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] • Contractions • Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • The suffixes -ment, -ness, -ful, -less and -ly 		<p>Terminology: noun, noun phrase, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>Sentences</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>Punctuation</p> <ul style="list-style-type: none"> • Commas to separate items in a list 	

			<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 	
Y3	<ul style="list-style-type: none"> • Recap of key Y1-2 rules • Adding suffixes beginning with vowel letters to words of more than one syllable • The /t/ sound spelt y elsewhere than at the end of words (e.g. myth, Egypt, gym) • Words with endings sounding like /ʒə/ or /tʃə/ (e.g. picture, treasure) • Endings which sound like /ʒən/ (e.g. division, collision, confusion) • Homophones and near-homophones • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <ul style="list-style-type: none"> • The suffix -ation • The suffix -ly • Possessive apostrophe with plural words • Endings which sound like /ʃən/, spelt -tion, -sion, • Prefix - Super, auto, sub, inter, anti • Words with endings sounding like /ʒə/ or /tʃə/ (e.g. picture, treasure) • Endings which sound like /ʒən/ (e.g. division, collision, confusion) • Word families based on common words, showing how words are related in form and meaning (e.g., solve, solution, solver, dissolve, insoluble) <ul style="list-style-type: none"> • Words with the /s/ sound spelt sc (Latin in origin) (e.g. science, scene, discipline, fascinate, crescent) • Words with the /ei/ sound spelt ei, eigh, or ey (e.g. vein, weigh, eight, neighbour, they, obey) • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (e.g. league, tongue, antique, unique) • Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian • The suffix -ous • Words with the /k/ sound spelt ch (Greek in origin) (e.g. scheme, chorus, chemist, echo, character) • Words with the /ʃ/ sound spelt ch (mostly French in origin) (e.g. chef, chalet, machine, brochure) 	<p>.Rising stars</p> <p>.Pie Corbett Spelling games (powerpoint saved on teachers server with example games which can be adapted for different rules).</p>	<p>Terminology: , word family, prefix, consonant, consonant letter vowel, vowel letter</p> <p>Sentences</p> <ul style="list-style-type: none"> • Expressing time, place and cause using: <ul style="list-style-type: none"> - conjunctions [for example, when, before, after, while, so, because], -adverbs [for example, then, next, soon, therefore], or <p>Punctuation</p> <ul style="list-style-type: none"> • Recap all punctuation taught so far , . ! ? <p>Terminology: commas (or 'speech marks'), direct speech , clause, subordinate clause, preposition conjunction</p> <p>Sentences</p> <ul style="list-style-type: none"> • Use of 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] • Expressing time, place and cause using: <ul style="list-style-type: none"> - prepositions [for example, before, after, during, in, because of] <p>Punctuation</p> <ul style="list-style-type: none"> • Recap all punctuation taught so far , . ! ? • Introduction to inverted commas to punctuate direct speech <p>Terminology: , word family, prefix, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), direct speech , clause, subordinate clause, preposition conjunction</p> <p>Sentences</p> <ul style="list-style-type: none"> • Use of 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] • Expressing time, place and cause using: <ul style="list-style-type: none"> - prepositions [e.g. before, after, during, in, because of] - conjunctions [e.g. when, before, after, while, so, because] -adverbs [e.g. then, next, soon, therefore] <p>Punctuation</p>	<p>.Pie Corbett Jumpstart Grammar games</p> <p>.Noun vs verb game (adapted for other terminology)</p>

	<ul style="list-style-type: none"> • The /ʌ/ sound spelt ou (e.g. young, touch, double, trouble, country) • 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) 		<ul style="list-style-type: none"> • Recap all punctuation taught so far , . ! ? " " " 	
Y4	<ul style="list-style-type: none"> • Recap of rules learnt in Y3: • 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) • Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words (e.g. myth, Egypt, gym) • The /ʌ/ sound spelt ou (e.g. young, touch, double, trouble, country) • The suffix -ly • Words with endings sounding like /ʒə/ or /tʃə/-ture (e.g. picture, treasure) • Endings which sound like /ʒən/ -sion (e.g. division, invasion, confusion, decision, collision, television) • The suffix -ous • Prefix im, in, i, • Words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. vein, weigh, eight, neighbour, they, obey) 	<p>.Rising stars</p> <p>.Pie Corbett Spelling games (powerpoint saved on teachers server with example games which can be adapted for different rules).</p>	<p>Terminology: , pronoun, possessive pronoun, adverbial</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s <p>Sentences</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <p>Punctuation</p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 	<p>.Clause vs phrase game (adapted for other terminology)</p> <p>.Pie Corbett Jumpstart Grammar games</p>
	<ul style="list-style-type: none"> • Words with the /ʃ/ sound spelt ch (mostly French in origin) (e.g. chalet, chef) • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (e.g. league, tongue, antique, unique) • Words with the /s/ sound spelt sc (Latin in origin) (e.g. science, scene, discipline, fascinate, crescent) • Words with the /k/ sound spelt ch (Greek in origin) (e.g. character, chorus) • The suffix -ation • Homophones and near-homophones 		<p>Terminology: determiner</p> <p>Sentences</p> <ul style="list-style-type: none"> • 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) • Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Punctuation</p> <ul style="list-style-type: none"> • Use of 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!"] 	
	<ul style="list-style-type: none"> • Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian • Possessive apostrophe with plural words 		<p>Terminology: , pronoun, possessive pronoun, adverbial, determiner</p> <p>Sentences</p> <ul style="list-style-type: none"> • 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) • Fronted adverbials [for example, Later that day, I heard the bad news.] <p>Punctuation</p> <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	

Y5	<ul style="list-style-type: none"> Recap of Y4 rules: drop the y for plural and for suffixes, key homophones (theres, yours, nos, tos) double consonants, drop an e, irregular past tense (take words from NC word list that fit into these spelling rules) Endings which sound like /jəs/ spelt -cious or -tious (e.g. vicious, precious, conscious, delicious, ambitious, cautious, nutritious) Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (e.g. observant/ observance, innocent/innocence) 	<p>.Rising stars</p> <p>.Pie Corbett Spelling games (powerpoint saved on teachers server with example games which can be adapted for different rules).</p>	<p>Terminology: relative pronoun, relative clause, parenthesis, cohesion,</p> <p>Sentences</p> <ul style="list-style-type: none"> Relative clauses <p>Punctuation</p> <ul style="list-style-type: none"> Brackets or commas to indicate parenthesis 	<p>.Clause vs phrase game (adapted for other terminology)</p> <p>.Pie Corbett Jumpstart Grammar games</p>
	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred) Endings which sound like /jəl/ tial/cial (e.g. official, special, artificial, partial, confidential, essential) Words containing the letter-string ough (e.g. bought, thought, nought, brought) Verb prefixes [for example, dis-, de-, mis-, over- and re-] 		<p>Terminology: dash, modal verb, cohesion, ambiguity</p> <p>Sentences</p> <ul style="list-style-type: none"> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	
	<ul style="list-style-type: none"> Homophones and other words that are often confused Use of the hyphen Words with the /i:/ sound spelt ei after c (e.g. deceive, conceive, receive, perceive, ceiling) Words with 'silent' letters 		<p>Terminology: relative pronoun, relative clause, parenthesis, cohesion, dash, modal verb, cohesion, ambiguity</p> <p>Sentences</p> <ul style="list-style-type: none"> Relative clauses Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	
Y6	<ul style="list-style-type: none"> drop the y for plural and for suffixes, key homophones (theres, yours, nos, tos) double consonants, drop an e, irregular past tense, i before e except after c use of hyphen letter string -ough endings spelt -cious/tious endings -cial and -tial double consonants 	<p>Rising stars</p> <p>.Pie Corbett Spelling games (powerpoint saved on teachers server with example games which can be adapted for different rules).</p>	<p>Terminology: subject, object, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Sentences</p> <ul style="list-style-type: none"> Informal vs formal language Subjunctive (formal) Passive voice- subject, object <p>Punctuation</p> <ul style="list-style-type: none"> Semicolon/dash/colon as a boundary between independent clauses Colon- introduce a list Semicolon- between items in a list Bullet points Ellipsis 	<p>.Clause vs phrase game (adapted for other terminology)</p> <p>.Pie Corbett Jumpstart Grammar games</p> <p>.ISPACE https://www.tinkl.co.uk/resource/t2-e-3222-what-is-</p>
	<ul style="list-style-type: none"> silent letters homophones and other words often confused endings -able and -ible 		<p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	

	<ul style="list-style-type: none"> • irregular past tense • homophones and other words often confused • endings -ent and -ant • RECAP any previous tricky rules 		<p>Sentences</p> <ul style="list-style-type: none"> • Synonyms antonyms • Passive voice- subject, object <p>Punctuation</p> <ul style="list-style-type: none"> • Hyphens to avoid ambiguity e.g. man eating shark vs man-eating shark • Semicolon/dash/colon as a boundary between independent clauses 	a-fronted-adverbial- ispace-a2- display-poster
	<ul style="list-style-type: none"> • homophones and other words often confused • RECAP any previous tricky rules 		<p>Terminology: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p> <p><i>All punctuation and sentence structure</i></p>	