

SPaG – Progression

Standard	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	CVC words attempted Phonetically plausible attempts of simple words	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i> Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was, I did</i> instead of <i>I done</i>)	Converting nouns or adjectives into verbs using suffixes [for example –ate; –ise; –ify] Verb prefixes [for example <i>dis-, de-, mis-, over-, and re-</i>]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]
Sentence Structure	Form simple sentences	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>) Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>) adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	Relative clauses beginning with <i>who, which, where, why, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text Structure	Form logical simple sentences with control of word order	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials 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, <i>he had seen her before</i>]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Begin separation of words with spaces	Separation of words with spaces Introduction to capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 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, <i>the girl's name</i>]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause ; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>] The use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of a colon to introduce a List Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

Terminology	order spaces	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement questions exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (speech marks)	determiner article pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points
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