



# English Curriculum – SPaG

## Progression of Knowledge & Skills

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Standard	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Structure</b>	CVC words attempted  Phonetically plausible attempts of simple words	Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i> )  Suffixes that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i> )	Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i> ]  Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in English Appendix 1)  Use the <b>suffixes –er, est</b> in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> , such as <i>super-, anti-, auto-</i>  Use of <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock, an open box</i> )  <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	The grammatical difference between <b>plural</b> and <b>possessive –s</b>  Standard English forms for <b>verb inflections</b> instead of local spoken forms ( <i>we were</i> instead of <i>we was, I did</i> instead of <i>I done</i> )	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example –ate; –ise; –ify]  <b>Verb prefixes</b> [for example <i>dis-, de-, mis-, over-, and re-</i> ]	The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]  How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [for example, <i>big, large, little</i> ]
<b>Sentence Structure</b>	Form simple sentences	How <b>words</b> can combine to make <b>sentences</b>  Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	<b>Subordination</b> (using <i>when, if, that or because</i> ) and <b>coordination</b> (using <i>or, and, or but</i> )  Expanded <b>noun phrases</b> for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i> ]  <b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command	Expressing time, place and cause using <b>conjunctions</b> (for example, <i>when, so, before, after, while, because</i> )  <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ] or  <b>prepositions</b> (for example, <i>before, after, during, in because of</i> )	<b>Noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i> )  <b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i> )	<b>Relative clauses</b> beginning with <i>who, which, where, why, 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> ]	Use of the <b>passive voice</b> 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 <b>informal</b> speech and structures appropriate for <b>formal</b> 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 <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech]
<b>Text Structure</b>	Form logical simple sentences with control of <b>word order</b>	Sequencing <b>sentences</b> to form short narratives	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use the <b>progressive form of verbs</b> 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> ]	Introduction to <b>paragraphs</b> as a way to group related material  <b>Headings and sub-headings</b> to aid presentation  Use of the <b>perfect form of 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> ]	Use of <b>paragraphs</b> to organise ideas <b>around a theme</b>  Appropriate choice of <b>pronoun</b> or <b>noun</b> across sentences to aid cohesion and <b>avoid repetition</b>	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 of time</b> [for example, <i>later</i> ], <b>place</b> [for example, <i>nearby</i> ] and <b>number</b> [for example, <i>secondly</i> ] or <b>tense choices</b> [for example, <i>he had seen her before</i> ]	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections [for example, <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>  <b>Layout devices</b> [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
<b>Punctuation</b>	Begin separation of words with <b>spaces</b>	Separation of <b>words</b> with spaces  Introduction to capital letters, full stops, question marks to demarcate <b>sentences</b>  Capital letters for names and for the personal <b>pronoun I</b>	Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate <b>sentences</b>  <b>Commas</b> to separate items in a <b>list</b>  <b>Apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns [for example, <i>the girl's name</i> ]	Introduction to <b>inverted commas</b> to <b>punctuate</b> direct speech  <b>Commas</b> to separate items in a <b>list</b>  <b>Apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns [for example, <i>the girl's name</i> ]	Use of inverted commas and <b>other punctuation</b> to indicate [for example, a <b>comma after the reporting clause</b> ; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i> ]  <b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' name</i> ]  The use of <b>commas after fronted adverbials</b>	<b>Brackets, dashes or commas</b> to indicate <b>parenthesis</b>  Use of <b>commas</b> to <b>clarify meaning</b> or <b>avoid ambiguity</b>	Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary <b>between independent clauses</b> [for example, <i>It's raining; I'm fed up</i> ]  Use of a <b>colon</b> to introduce a List  <b>Punctuation of bullet points</b> to list information  How <b>hyphens</b> can be used to <b>avoid ambiguity</b> [for example <i>man eating shark</i> versus <i>man-eating shark, or 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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