

English SPAG skills should be taught when linked to projects where possible to ensure real world application.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Words with known phonemes.</p> <p>Common exception words.</p> <p>Days of the week.</p> <p>Letters of the alphabet in order.</p> <p>Adding the suffix -s, -es, -ing, -ed, -er, -est.</p> <p>Adding the prefix -un.</p> <p>Spell words phonetically.</p> <p>Write simple sentences to practice spelling.</p>	<p>Segment spoken words into phonemes.</p> <p>Spell words with alternative sounds.</p> <p>Some common homophones.</p> <p>Some common exception words.</p> <p>Words with contracted forms.</p> <p>Learn the possessive apostrophe and how this affects words.</p> <p>Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly.</p> <p>Words ending in -tion.</p> <p>Compound words.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Spell homophones.</p> <p>Spell words that are often misspelt.</p> <p>Use the possessive apostrophe accurately in words with regular plurals, e.g. boys' and irregular plurals, e.g. children's.</p> <p>Check spelling in a dictionary.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Know how to spell all homophone options.</p> <p>Consistently spell words that are often misspelt accurately.</p> <p>Use the possessive apostrophe accurately in words with regular plurals, e.g. boys' and irregular plurals, e.g. children's.</p> <p>Check spelling in a dictionary.</p>	<p>Use prefixes and suffixes and know how to add them.</p> <p>Spell words with silent letters.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling.</p> <p>Understand that some spellings just need to be learnt.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	<p>Use prefixes and suffixes and know how to add them consistently.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling consistently.</p> <p>Understand that some spellings just need to be learnt.</p> <p>Use dictionaries to check the spelling and meaning of words consistently.</p>
Punctuation	<p>Leave spaces between words.</p> <p>Use capital letters and full stops consistently.</p>	<p>Use capital letters, full stops, ? ! consistently correctly.</p> <p>Use the correct punctuation at the end</p>	<p>Explain where capital letters are needed and why.</p> <p>Understand that a question mark is not</p>	<p>Explain where capital letters are needed and why.</p> <p>Identify where punctuation is used</p>	<p>Add missing punctuation into text with punctuation missing, e.g. . , - "" ! ? : ()</p> <p>Use commas to clarify</p>	<p>By the end of YR6 students should be secure with . , - ' "" : ; () and they should be able to use these accurately in writing.</p>

	<p>Identify where capital letters and full stops are missing within sentences.</p> <p>Use ? ! appropriately</p> <p>Use capital letters for people, places, days of the week and I.</p> <p>Use commas for a list.</p> <p>Begin to know how apostrophes are used for omission.</p>	<p>of a statement, question, exclamation, command.</p> <p>Use commas for a list consistently.</p> <p>Use apostrophe for omission and possession.</p> <p>Punctuate direct speech with “” (inverted commas).</p> <p>Attempt to use commas after fronted adverbials.</p>	<p>always at the end of a sentence</p> <p>Consistently use apostrophe for omission and possession.</p> <p>Punctuate direct speech with “” accurately and consistently (inverted commas).</p> <p>Begin to use bullet points for a list.</p>	<p>correctly and incorrectly, e.g. . , ? ! “”</p> <p>“</p> <p>Use inverted commas (“”) and other punctuation consistently to indicate direct speech.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophe to indicate singular and plural possession and for contractions.</p> <p>Use bullet points for a list consistently.</p>	<p>meaning.</p> <p>Add commas into sentences in the correct place, e.g. after fronted adverbials.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use a colon to introduce a list.</p> <p>Know when to use bullet points and punctuate them consistently.</p> <p>Use ellipses to build tension accurately and consistently.</p> <p>Explain why ? and ! have been used.</p>	<p>Explain why all different types of punctuation have been used in text examples.</p> <p>Use semi-colons, colons or dashes between independent clauses.</p> <p>Use a colon to introduce a list and semi-colons within a list.</p> <p>Know when colons can replace commas within sentences.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Know how where a comma is placed within a sentence can affect the meaning.</p> <p>Know how to use commas after fronted adverbials.</p> <p>Know how and where to put dashes in sentences.</p>
Grammar	<p>Join words and sentences using the conjunctions and, because, but, or.</p> <p>Know regular plural nouns -s, -es, e.g. dog, dogs.</p> <p>Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.</p> <p>Know what happens to a word when the prefix un- is added,</p>	<p>Begin to know different sentence structures - simple, compound, complex and vary these in writing.</p> <p>Know what a statement, question, exclamation, command are.</p> <p>Write sentences with different forms: statement, question, exclamation, command.</p>	<p>Know different sentence structures - simple, compound, complex and vary these in writing.</p> <p>Consistently identify and write statements, questions, exclamations and commands.</p> <p>Extend sentences using a wide range of conjunctions, e.g. when, if, because, although.</p> <p>Know what verbs are and choose appropriate</p>	<p>Consistently use different sentence structures - simple, compound, complex and vary these in writing.</p> <p>Know the meaning of noun, verb, adjective, adverb, pronoun.</p> <p>Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.</p> <p>Extend sentences using a</p>	<p>Select different sentence structures and adapt these for purpose.</p> <p>Know the 4 types of noun - abstract, collective, common and proper.</p> <p>Know what an article is and add and identify them within sentences.</p> <p>Know what a determiner is and identify them within sentences.</p> <p>Know what synonyms and antonyms are.</p>	<p>Know the types of noun (abstract, collective, common and proper), adverb and pronoun (personal, relative, possessive).</p> <p>Use passive verbs to affect the presentation if information in a sentence.</p> <p>Know how to use past progressive verbs.</p> <p>Know how words are related by meaning as synonyms and antonyms.</p>

	<p>e.g. unhappy.</p> <p>Begin to understand this differences between past and present tense.</p> <p>Know what adjectives and adverbs are and use them accurately.</p> <p>Use a variety of openers.</p>	<p>Use the correct punctuation at the end of a statement, question, exclamation, command.</p> <p>Know what a noun, verb, adjective and adverb is.</p> <p>Know what a noun phrase is.</p> <p>Expand noun phrases to describe, e.g. the green grass.</p> <p>Use the past and present tense correctly and consistently.</p> <p>Change words from past to present tense and vice versa.</p> <p>Add suffixes to adjectives -ful, -less.</p> <p>Turn adjectives into adverbs using -ly, -est, -er.</p> <p>Join sentences with the conjunctions: when, if, or, because, but, and, that.</p> <p>Understand that conjunctions can come at the beginning of a sentence.</p> <p>Use varied pronouns appropriately.</p> <p>Begin to use fronted adverbials.</p>	<p>verbs for sentences.</p> <p>Use the present perfect form of verbs in contrast to the past tense, e.g. to push-pushed.</p> <p>Choose nouns and pronouns appropriately for clarity.</p> <p>Replace nouns with pronouns with sentences.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use the forms a or an depending on whether the next word begins with a vowel or consonant.</p> <p>Adapt from singular to plural and plural to singular.</p> <p>Know what a contraction is, e.g. do not - don't</p> <p>Complete sentences using missing words.</p>	<p>wide range of conjunctions, e.g. when, if, because, although.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Know the grammatical difference between plural and possessive.</p> <p>Understand homophones and be able to give examples.</p> <p>Know the difference between a phrase and a clause.</p> <p>Know prepositions and when they are used within sentences.</p> <p>Begin to show an understanding of relative clauses, e.g. The blue car <u>that was parked outside the shop</u> was for sale.</p> <p>Identify words in a question to make it a question, e.g. You are going to the park now, <u>aren't you?</u></p> <p>Understand how to correct grammatical errors, e.g. <u>Lucky</u>, Allison saw where the squirrel had taken her purse - Luckily.</p> <p>Write all contractions accurately.</p>	<p>Convert nouns and adjectives into verbs using suffixes.</p> <p>Use verbs to mark relationship of time and cause.</p> <p>Use expanded noun phrases.</p> <p>Use modal verbs or adverbs to indicate possibility.</p> <p>Use the active and passive voice to present information.</p> <p>Use adverbials to link across paragraphs.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Begin relative clauses using who, which, where, when, etc.</p> <p>Understand subordinate clauses and the words used to introduce them, e.g. Jay wanted to go to the party <u>even though</u> he wasn't feeling very well.</p> <p>Understand subordinating conjunctions and identify them within sentences.</p> <p>Identify grammatical errors and correct them, e.g. <u>Lucky</u>, Allison saw where the squirrel had taken her purse.</p>	<p>Understand modal verbs to indicate possibility, e.g. might, could, will.</p> <p>Understand adverbials and how to adapt sentences to ensure they use a fronted adverbial. E.g. We turned the light off before we left - Before we left, we turned the lights off.</p> <p>Know what a relative clause is and identify them within sentences, e.g. The blue car <u>that was parked outside the shop</u> was for sale.</p> <p>Have a full understanding of all connectives/conjunctions and can best place them within a sentence.</p> <p>Know the difference between subordinating and co-ordinating connectives</p> <p>Identify words that make a question a question, e.g. You should be leaving now, <u>shouldn't you?</u></p> <p>Adapt between a personal and impersonal tone.</p> <p>Identify words that are part of word families, e.g. circle, circus, etc.</p> <p>Re-write sentences in the active and passive voice.</p>
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		Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting.				
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Key Skills

- ✓ Spelling
- ✓ Punctuation
- ✓ Grammar