



Progress in Spelling, Punctuation & Grammar: Early Years Foundation Stage & Key Stage 1

We believe that oracy and writing go hand in hand. We ensure that children are given the opportunity to write from experience, to discuss and dramatise their ideas and to collaborate with others. We also believe that reading and writing are intrinsically linked and we aim to foster a love of reading, for a range of purposes and for pleasure, from a young age. Writing tasks will begin with a creative input, with opportunities for talk or to note ideas down in the first instance. This creative process is enhanced by the use of new technologies to allow children to create multimedia texts and to explore the world of film and digital media. Teachers model writing and share aspirational examples before allowing the children the space and time to write independently. As children progress through their writing journey, they are given increased ownership over editing their finished pieces and they are actively encouraged to make ambitious grammatical and linguistic choices. New terminology is introduced as an integral part of English lessons and the skills of transcription, grammatical and phonological awareness are planned for and taught discretely, as appropriate.

Skill	Year 3	Year 4	Year 5	Year 6
Terminology	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks').	Determiner, 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.
Text	Use headings & subheadings to aid presentation.	Use headings & subheadings to aid presentation.	Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials.	Consistent punctuation of bullet points to list information Headings, subheadings, columns, bullets or tables.
	Introduction to paragraphs as a way to group related material. Begin to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials).	Use paragraphs to organise ideas around a theme. Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials).	Linking ideas across paragraphs using adverbials of time (eg Later, At that moment) adverbials of place (eg Nearby, High above me,) and number (eg Firstly, Secondly,) Use tenses to link ideas eg He had seen her before.	Link ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> • Pronouns • Adverbials • Repetition of a word or phrase • Ellipsis

	Begin to choose appropriate pronoun for clarity, cohesion and to avoid repetition e.g. I played with my dog and he loved it.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. Elephants are herbivores. They live in herds.		
Sentence	<p>Use expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon)</p> <p>Use prepositions in phrases (such as: before, after, during, in, because of, across, between, over. e.g. He ate before lunchtime.)</p>	Use 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).	<p>Use expanded noun phrases to convey complicated information concisely. e.g. a shy boy with pale, delicate features; a soft material that can be moulded ,</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs (e.g. Possibly, perhaps, surely).</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Select level of formality needed.</p> <p>Vary length and focus of sentences to express subtleties in meaning and focus on key ideas.</p>
	Extend a range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. He ate his lunch before he left home.	Extend a range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. Before he left home, he ate his lunch.	<p>Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events e.g. Before he left home, he ate his lunch.</p> <p>Exposure to the semi-colon in reading.</p>	<p>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression.</p> <p>Use of the semicolon or dash instead of a conjunction to mark the boundary between independent clauses (eg. The train was delayed so I missed my meeting > The train was delayed; I missed my meeting. Don't touch the dog because he might bite > Don't touch the dog- he might bite.)</p>
	Use of a range of adverbs and adverbial phrases to add information within a sentence & begin to front sentences using them (e.g. then, next, soon, this morning, in the afternoon, long ago)	Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence (e.g. Later that day, the ship sank.)	Use adverbials to build cohesion across sentences and paragraphs (e.g. Firstly, However, In addition to this)	Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials (a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast e.g. On the other hand, In contrast, or As a consequence)

	Use present perfect tense: She has helped the boy.	Use Standard English forms of verb inflections instead of local spoken forms e.g. We were not we was/ I did not I done	Use modal verbs (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility. Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)	Use the passive voice to affect the presentation of information of a sentence e.g. The boy was helped (by the girl). Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich. The judge demands that he attend court. It is vital that they be prepared to speak. Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence
Punctuation	Understand the grammatical difference between plural and possessive –s.	Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names).	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy.	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy.
	Begin to understand how to start a new line for dialogue for a new speaker.	Start a new line for dialogue for a new speaker.	Uses full range of punctuation accurately to demarcate sentences and proof reads for accuracy.	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy.
	Begin to use inverted commas to punctuate direct speech	Use 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!"). Use of commas after fronted adverbials e.g. Every Friday, they went the park.	Use brackets, dashes or commas to indicate parenthesis (commas marking boundaries between independent clauses) Eg My brother, who lives, in Australia, will be visiting. Despite the rain, they went outside. Use commas to clarify meaning or avoid ambiguity Eg I like cooking, my family and my pets.	Uses full range of punctuation accurately to demarcate within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy. Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's

			Exposure to semicolons and hyphens in reading. Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.	<p>raining; I'm fed up Don't touch the dog - he might bite.)</p> <p>Use the colon to introduce a list and use of semi-colons within lists.</p> <p>Use the colon to introduce a list and use of semi-colons within lists (e.g. She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Philip, the Duke of Edinburgh; HM the Queen.)</p> <p>Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus recover)</p>
Understanding how grammar influences word formation	Form nouns using a range of prefixes (for example super-, anti-, auto-).	Understand grammatical difference between plural and possessive -s.	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc.	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc.
	Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).	For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting, forgotten; begin: beginning, beginner; prefer: preferred.	Convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify) Use verb prefixes (for example, dis-, de-, mis-, over- and re-).	Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).
	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).	Use 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).	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<p>Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)</p> <p>Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?).</p>

				Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich. The judge demands that he attend court. It is vital that they be prepared to speak.
Handwriting	<p>Beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.</p> <p>Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.</p> <p>Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra choosing the writing implement that is best suited for a task. 	<p>Writes legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra choosing the writing implement that is best suited for a task. <p>Makes appropriate choices in presenting information and ideas on paper and when using ICT; uses presentational features (e.g. bullet lists, headings/subheadings, diagrams, graphs, captions) to organise information and to aid understanding.</p>