

Shaldon Primary School  
Spelling and Grammar Progression Document  
2022-2023

	EYFS	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word / Spelling		<p>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</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [unkind, or undoing]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Use of 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]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>The grammatical difference between plural and possessive –s 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>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>	<p>The 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>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence		<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>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>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>

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Text		Sequencing sentences to form short narratives	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation		<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>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!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus recover]</p>

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<b>Terminology</b>		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, com- mand compound, suf- fix adjective, adverb, verb tense (past, pre- sent) apostrophe, comma	preposition, con- junction word family, prefix clause, subordi- nate clause di- rect speech con- sonant, conso- nant letter vowel, vowel letter in- verted commas (or 'speech marks')	determiner pronoun, pos- sessive pro- noun adverbial	modal verb, rela- tive pronoun rela- tive clause paren- thesis, bracket, dash cohesion, ambiguity	Subject, object active, passive synonym, anto- nym ellipsis, hyphen, co- lon, semi-colon, bullet points
<b>Spelling</b>		<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck eg. <i>off, well, miss, buzz, back</i></p> <p>The /ŋ/ sound spelt n before k eg. <i>bank, think, honk, sunk</i></p> <p>Division of words into syllables eg. <i>pocket, rabbit, carrot</i></p> <p>-tch eg. <i>catch, fetch, kitchen</i></p> <p>The /v/ sound at the end of words eg. <i>have, live, give</i></p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) eg. <i>cats, dogs, spends</i></p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) eg. <i>hunting, hunted, hunter</i></p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y eg. <i>race, ice, cell</i></p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words eg. <i>knock, know, knee, gnaw, gnaw</i></p> <p>The /r/ sound spelt wr at the beginning of words eg. <i>write, wrong, written, wrap</i></p> <p>The /l/ or /əl/ sound spelt -le at the end of words eg. <i>table, apple, bottle, little</i></p>	<p>The /ʌ/ sound spelt ou</p> <p>Different prefixes</p> <p>The suffix -ous</p> <p>The suffix -ly</p> <p>Words with the /k/ sound spelt ch eg. <i>scheme, chorus</i></p> <p>Words with the /ʃ/ sound spelt ch eg. <i>chef, chalet</i></p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near-homophones</p> <p>Years 3 and 4 word list</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que eg. <i>league, tongue</i></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable eg. <i>forgetting, forgotten</i></p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words eg. <i>myth</i></p> <p>The suffix -ation</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ eg. <i>measure, treasure</i></p> <p>Endings which sound like /ʒən/ eg. <i>division, invasion, confusion</i></p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Words containing the letter-string ough</p> <p>Years 5 and 6 word list</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words with 'silent' letters</p> <p>Homophones and other words that are often confused</p> <p>Years 5 and 6 word list</p>

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<b>Spelling</b>		Adding -er and -est to adjectives where no change is needed to the root word eg. <i>grander, grandest</i>	<p>The /l/ or /əl/ sound spelt -el at the end of words eg. <i>camel</i></p> <p>The /l/ or /əl/ sound spelt -al at the end of words eg. <i>metal</i></p> <p>Words ending -il eg. <i>Pencil, fossil, nostril</i></p> <p>The /aɪ/ sound spelt -y at the end of words eg. <i>cry, dry, fly</i></p> <p>Adding -es to nouns and verbs ending in -y eg. <i>tries, flies, replies</i></p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it eg. <i>copied, copier</i></p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it eg. <i>hiking</i></p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p>		<p>Endings which sound like /jən/, spelt -tion, -sion, -ssion, -cian</p> <p>Years 3 and 4 word list</p>			

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<b>Spelling</b>			<p>The /i:/ sound spelt – ey eg. key, donkey, monkey</p> <p>The /ɒ/ sound spelt a after w and qu eg. <i>want, watch</i></p> <p>The /ɜ:/ sound spelt or after w eg. <i>work,</i> <i>word, worm</i></p> <p>The /ɔ:/ sound spelt ar after w eg. <i>war, warm</i></p> <p>The /ʒ/ sound spelt s eg. <i>television, treas-</i> <i>ure, usual</i></p> <p>The suffixes –ment, – ness, –ful , –less and – ly</p> <p>Contractions</p> <p>The possessive apos- trophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>				