



St Michael's RC Primary School  
Progression Document  
Spelling, punctuation and grammar

	Punctuation	Grammar	Spelling
Year 1	<p>Capital letters to begin a sentence</p> <p>Capital letters for pronouns</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Co-ordinating conjunctions – but, and, or</p> <p>Subordinating conjunctions – because</p> <p>Oral phrases and sentences</p> <p>Sentence starters</p> <p>Past and present tense</p> <p>Adjectives</p> <p>Simple noun phrases</p>	<ul style="list-style-type: none"> <li>• vc <u>words</u></li> <li>• cvc words (short and long vowels)</li> <li>• words with adjacent consonants</li> <li>• some CEW / HFW</li> <li>• <b>words ending ff ll ss zz ck</b></li> <li>• <b>words with the /ng/ sound (n before k)</b></li> <li>• <b>names the letters of the alphabet in order</b></li> <li>• words with consonant digraphs and some vowel digraphs/ trigraphs</li> <li>• alternative vowel phonemes (/ay//ai//a_e/)</li> <li>• <b>new consonant spellings ph and wh</b></li> <li>• <b>words ending in -y</b></li> <li>• majority of CEW / HFW</li> <li>• <b>begins to spell the <u>singular</u> plural of words</b></li> <li>• <b>divides words into syllables</b></li> <li>• <b>compound words</b></li> <li>• <b>days of the week</b></li> <li>• numbers to 20</li> <li>• <b>words ending in tch</b></li> <li>• <b>plurals of nouns and verbs adding -s and -es to words</b></li> <li>• <b>verbs where no change is needed to the root word</b></li> <li>• <b>adding endings -ing -ed -er</b></li> <li>• <b>adjectives where no change is needed to the root word</b></li> <li>• <b>adding -er and -est</b></li> <li>• <b>words with the addition of the prefix un-</b></li> <li>• Y1 CEW / HFW</li> <li>• phonetically plausible attempts of new words</li> </ul>

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<b>Year 2</b>	<p>Capital letters for beginning a sentence</p> <p>Capital letters for proper nouns</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate a list</p> <p>Inverted commas</p> <p>Apostrophe for omission</p> <p>Apostrophe for singular possession</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (WITB)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past simple</p> <p>Past progressive</p> <p>Present simple</p> <p>Present progressive</p> <p>Sentence types: Statement, Command, Question, Exclamation</p> <p>Verbs</p> <p>Nouns</p> <p>Proper nouns</p> <p>Adverbs</p>	<ul style="list-style-type: none"> <li>• words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words</li> <li>• words with the /r/ sound spelt <i>wr</i> at the beginning of words</li> <li>• words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i></li> <li>• words with the /s/ sound spelt <i>c</i> before <i>e i y</i></li> <li>• adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it</li> <li>• begins to select correct GPCs in spelling</li> <li>• words with contractions</li> <li>• words ending in <i>-le, -el, -al</i> and <i>-il</i></li> <li>• adding <i>-ies</i> to nouns and verbs ending in <i>y</i></li> <li>• adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it</li> <li>• selects correct GPCs in spelling</li> <li>• words with the suffix <i>-ly</i></li> <li>• uses <i>-ly</i> to turn adjectives into adverbs</li> <li>• uses phonic knowledge to spell simple monosyllabic and polysyllabic words</li> <li>• Y2 CEW / HFW</li> <li>• spells frequently used homophones / near homophones</li> <li>• words using the possessive apostrophe (singular nouns)</li> <li>• adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel</li> <li>• words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i></li> <li>• words ending in <i>-tion</i></li> <li>• recognises own spelling errors and makes some attempt to correct these</li> <li>• <u>compound nouns</u></li> </ul>

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<b>Year 3</b>	<p>Question marks Exclamation marks Inverted commas for direct speech Commas to separate a list Apostrophe for omission and singular possession</p>	<p>Expanded noun phrases Subordinating conjunction (A WHITE BUS) Co-ordinating conjunctions (FANBOYS) Tenses: Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect. Sentence types: Statement, Command, Question, Exclamation. Adverbials (TRaMP) Prepositions Identify main clauses Can identify subordinate clauses</p>	<ul style="list-style-type: none"> <li>words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i></li> <li>words containing the /u/ sound spelt <i>ou</i></li> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>)</li> <li>the /i/ sound spelt <i>y</i> elsewhere than at the of words</li> <li>possessive apostrophe with regular plural words</li> <li>words using <u>prefixes</u>; <i>un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i></li> <li>formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></li> <li>spells some words from the National Curriculum word list for Years 3 and 4</li> <li>begins to use a dictionary to check spellings</li> <li>can spell words using knowledge of <u>word family</u></li> </ul>
<b>Year 4</b>	<p>Commas for lists Commas for fronted adverbials Commas for clauses and clarity Apostrophes for omission Apostrophes for singular possession Apostrophes for plural possession Punctuating direct speech (inverted commas)</p>	<p>Subject/verb identification Expanded noun phrases Coordinating conjunctions (FANBOYS) Subordinating conjunctions (A WHITE BUS) Prepositions and prepositional phrases Adverbs and adverbials (TRaMP) Fronted adverbials Compound and complex sentences Main clauses and Subordinate clauses Identifying parts of speech Tenses: Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation</p>	<ul style="list-style-type: none"> <li>further homophones and near homophones</li> <li>words using suffixes: <i>-ly, -ation, -ous</i></li> <li>words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i></li> <li>words ending with <i>-sure</i> and <i>-ture</i></li> <li>words with the /k/ sound spelt <i>ch</i> (Greek in origin)</li> <li>words with the /sh/ sound spelt <i>ch</i> (mostly French in origin)</li> <li>words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</li> <li>words with the /s/ sound spelt <i>sc</i> (Latin in origin)</li> <li>possessive apostrophes with irregular plurals</li> <li>spell words from the National Curriculum word list for Years 3 and 4</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>

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<b>Year 5</b>	<p>Inverted commas  Commas to separate a list  Commas for fronted adverbials  Commas for clarity  Apostrophes for omission  Apostrophes for singular possession  Apostrophes for plural possession  Parentheses- commas  Parentheses- dashes  Parentheses- brackets  Hyphens</p>	<p>Expanded noun phrases  Subordinating conjunctions (AWHITEBUS)  Co-ordinating conjunctions (FANBOYS)  Tenses: Past simple Past progressive Present simple  Present progressive Past perfect Present perfect  Sentence types: Statement Command Question  Exclamation  Adverbials (TRaMP)  Relative clauses and relative pronouns  Adverbs that don't end in -ly  Modal verbs  Possessive pronouns  Prepositions  Standard English  Turn nouns into adjectives</p>	<ul style="list-style-type: none"> <li>uses a thesaurus</li> <li>words containing the letter-string <i>ough</i></li> <li>words with the /ee/ sound spelt <i>ei</i> after <i>c</i></li> <li>converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>)</li> <li>verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</li> <li>spells some words from the National Curriculum word list for Years 5 and 6</li> <li>uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>words ending in <i>-able</i> and <i>-ible</i></li> <li>words ending in <i>-ably</i> and <i>-ibly</i></li> </ul>
<b>Year 6</b>	<p>Inverted commas  Commas to separate a list  Commas for fronted adverbials  Commas for clarity  Apostrophes for omission  Apostrophes for singular possession  Apostrophes for plural possession  Parenthesis: Commas, dashes, brackets  Hypens  Colons  Semi colons  Ellipsis  Punctuate bullet points</p>	<p>Identify subject and object  Synonyms and antonyms  Expanded noun phrases  Subordinating conjunctions (AWHITEBUS)  Subordinate clauses  Co-ordinating conjunctions (FANBOYS)  Active and passive voice  Tenses: Past simple, past progressive, present simple, present progressive, past perfect, present perfect  Sentence types: Statement, command, question, exclamation  Adverbials (TRAMP)  Relative clauses and relative pronouns  Modal verbs  Subjunctive form  Past and Present tense  Standard English  Formal and informal language</p>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> <li>words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i></li> <li>words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i></li> <li>words with the endings <i>-ant, -ance/-ancy, -ent, -ence/-ency</i></li> <li>adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the <i>r</i> is doubled if the <i>-fer</i> is still stressed when the ending is added. The <i>r</i> is not doubled if the <i>-fer</i> is no longer stressed)</li> <li>spells words from the National Curriculum word list for Years 5 and 6</li> <li>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> <li>words using a hyphen to link a prefix to a route word</li> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul>