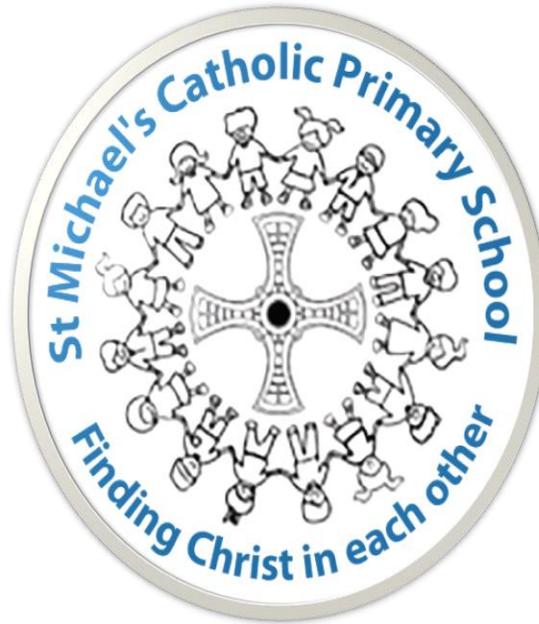


# St Michael's Catholic Primary School



Spelling, Punctuation and Grammar  
progression of knowledge, skills and vocabulary

**EYFS**

	Punctuation	Grammar	Spelling
<b>Year F</b>	<ul style="list-style-type: none"> <li>Capital letters for their name</li> <li>Capital letters to begin a sentence</li> <li>Full stops</li> </ul>	<ul style="list-style-type: none"> <li>Extend sentences using the conjunction 'and'</li> <li>Oral phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>vc words</li> <li>cvc words with all letters of the alphabet</li> <li>spell words containing sh, ch, th, ng, nk, qu</li> <li>common exception words: the, I, my, be, you, no, said, of, are, your</li> </ul>
	Punctuation	Grammar	Spelling
<b>Year 1</b>	Capital letters to begin a sentence Capital letters for pronouns Full stops Question marks Exclamation marks	Co-ordinating conjunctions – but, and, or Subordinating conjunctions – because Oral phrases and sentences Sentence starters Past and present tense Adjectives Simple noun phrases	<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 <u>letters</u> 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><b>majority of CEW / HFW</b></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><u>plurals</u> 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><b>Y1 CEW / HFW</b></li> <li>phonetically plausible attempts of new words</li> </ul>
	Punctuation	Grammar	Spelling

<p><b>Year 2</b></p>	<p>Capital letters for beginning a sentence  Capital letters for proper nouns  Full stops  Question marks  Exclamation marks  Commas to separate a list  Inverted commas  Apostrophe for omission  Apostrophe for singular possession</p>	<p>Expanded noun phrases  Subordinating conjunctions (WITB)  Co-ordinating conjunctions (BOA)  Past simple  Past progressive  Present simple  Present progressive  Sentence types: Statement, Command, Question, Exclamation  Verbs  Nouns  Proper nouns  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>
	<p><b>Punctuation</b></p>	<p><b>Grammar</b></p>	<p><b>Spelling</b></p>
<p><b>Year 3</b></p>	<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 (AWHITEBUS)  Co-ordinating conjunctions (FANBOYS)  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>• words with the /ai/ sound spelt <i>ei, igh</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> </ul>

		<p>Adverbials (TRaMP)</p> <p>Prepositions</p> <p>Identify main clauses</p> <p>Can identify subordinate clauses</p>	<ul style="list-style-type: none"> <li>possessive apostrophe with regular plural words</li> <li>words using <b>prefixes</b>; <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 <b>word family</b></li> </ul>
	<b>Punctuation</b>	<b>Grammar</b>	<b>Spelling</b>
<b>Year 4</b>	<p>Commas for lists</p> <p>Commas for fronted adverbials</p> <p>Commas for clauses and clarity</p> <p>Apostrophes for omission</p> <p>Apostrophes for singular possession</p> <p>Apostrophes for plural possession</p> <p>Punctuating direct speech (inverted commas)</p>	<p>Subject/verb identification</p> <p>Expanded noun phrases</p> <p>Coordinating conjunctions (FANBOYS)</p> <p>Subordinating conjunctions (A WHITE BUS)</p> <p>Prepositions and prepositional phrases</p> <p>Adverbs and adverbials (TRaMP)</p> <p>Fronted adverbials</p> <p>Compound and complex sentences</p> <p>Main clauses and Subordinate clauses</p> <p>Identifying parts of speech</p> <p>Tenses: Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>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>
	<b>Punctuation</b>	<b>Grammar</b>	<b>Spelling</b>
<b>Year 5</b>	<p>Inverted commas</p> <p>Commas to separate a list</p> <p>Commas for fronted adverbials</p> <p>Commas for clarity</p> <p>Apostrophes for omission</p> <p>Apostrophes for singular possession</p> <p>Apostrophes for plural possession</p> <p>Parentheses- commas</p> <p>Parentheses- dashes</p> <p>Parentheses- brackets</p> <p>Hyphens</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (A WHITE BUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Tenses: Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types: Statement Command Question Exclamation</p> <p>Adverbials (TRaMP)</p> <p>Relative clauses and relative pronouns</p> <p>Adverbs that don't end in -ly</p> <p>Modal verbs</p> <p>Possessive pronouns</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-</i> and <i>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>

		Prepositions Standard English Turn nouns into adjectives	
	<b>Punctuation</b>	<b>Grammar</b>	<b>Spelling</b>
<b>Year 6</b>	<p>Inverted commas</p> <p>Commas to separate a list</p> <p>Commas for fronted adverbials</p> <p>Commas for clarity</p> <p>Apostrophes for omission</p> <p>Apostrophes for singular possession</p> <p>Apostrophes for plural possession</p> <p>Parenthesis: Commas, dashes, brackets</p> <p>Hypens</p> <p>Colons</p> <p>Semi colons</p> <p>Ellipsis</p> <p>Punctuate bullet points</p>	<p>Identify subject and object</p> <p>Synonyms and antonyms</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p>Subordinate clauses</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Active and passive voice</p> <p>Tenses: Past simple, past progressive, present simple, present progressive, past perfect, present perfect</p> <p>Sentence types: Statement, command, question, exclamation</p> <p>Adverbials (TRAMP)</p> <p>Relative clauses and relative pronouns</p> <p>Modal verbs</p> <p>Subjunctive form</p> <p>Past and Present tense</p> <p>Standard English</p> <p>Formal and informal language</p>	<ul style="list-style-type: none"> <li>• <b>homophones and other words that are often confused</b></li> <li>• <b>uses a thesaurus</b> efficiently and effectively</li> <li>• <b>words with the ending /shus/ spelt -cious or -tious</b></li> <li>• <b>words with the ending /shul/ spelt -cial or -tial</b></li> <li>• <b>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</b></li> <li>• <b>adding suffixes beginning with vowel letters to words ending in -fer (the r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed)</b></li> <li>• <b>spells words from the National Curriculum word list for Years 5 and 6</b></li> <li>• <b>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</b></li> <li>• <b>words using a hyphen to link a prefix to a route word</b></li> <li>• <b>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b></li> </ul>