

SPaG Whole School Progression

Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Spelling	Hear and say the initial sound in words	Spell words containing the consonants ph and wh	Spell the /n/ sound spelt kn and (less often) gn at the beginning of words		Spell words with silent 'u' spelt gu e.g. guide, guitar	Spell words with 'silent' letters e.g. thistle, doubt, knight		
			Spell the /r/ sound wr at the beginning of words					
	Start to link sounds to letters, naming and sounding the letters of the alphabet	Spell words ending -y (/i:/ or /ɪ/)	Spell the /l/ or /əl/ sound -le,-el, -al or -il at the end of words			Spell words with endings which sound like /ʃəl/ (spelt =cial and -tial)		
			Spell the /ʒ/ sound 's' e.g. television	Spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)				
	Begin to develop phonological and phonemic awareness	Use 'k' for the /k/ sound		Spell words with the /k/ sound spelt ch	Spell words with the /s/ sound spelt sc (Latin in origin)			
	Begin to link sounds to some frequently used digraphs, e.g. sh, th, ee	Spell the vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are	Spell the /aɪ/ sound -y at the end of words	Spell words with the /eɪ/ sound spelt ei, eigh, or ey	Spell words with the /eɪ/ sound spelt ei, eigh, or ey		Spell words with the /i:/ sound spelt ei after c	Spell words with the /i:/ sound spelt ei after c
			Spell the /ʌ/ sound 'o'	Spell the /ʌ/ sound ou				
			Spell the /i:/ sound spelt -ey	Spell the short /ɪ/ sound elsewhere than at the end of words				
			Spell the /ɒ/ sound 'a' after w and qu					
			Spell the /ɔ:/ sound 'or' after w					
Spell the /ɑ:/ sound 'ar' after w								
	Spell the /ɔ:/ sound 'a' before l and ll				Spell words containing the letter-string ough	Spell words containing the letter-string ough		

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Spelling	Begin to segment the sounds in simple words and blend them together and knows which letters represent some of them	Spell the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Spell 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		Spell words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)					
		Spell the /tʃ/ sound 'tch'								
		Spell the /ŋ/ sound n before k	Spell the /s/ sound spelt c before e, i and y							
		Spell the /v/ sound at the end of words								
		Add s and es to words (plural of nouns and the third person singular of verbs)	Add -es to nouns and verbs ending in -y					Spell irregular plurals and those ending in 'f' or 'o'		
		Add -er and -est to adjectives where no change is needed to the root word	Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it					Add suffixes to words beginning with vowel letters (e.g. -er, -ing, -ed) to words of more than one syllable e.g., forgetting, gardening	Spell verbs with suffix -ate, -ed-, -ify and -ise	Adding suffixes beginning with vowel letters to words ending in -fer
			Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it							
Add the endings -ing, -ed and -er to verbs where no change is needed to the root word	Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter									

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Spelling	Continue a rhyming string and identifies alliteration	Add the prefix un- Divide words into syllables		Spell words with prefixes: super-, sub-, auto-, anti-, inter-, un-, dis-, mis, re-	Spell words using the prefixes il-, -in-, im-, ir-	Spell verbs with prefixes dis-, mis-, -over-, de-, re-	Recap of prefixes
	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell compound words	Spell the suffixes -ment, -ness, -ful, -less and -ly	Spell the suffix -ly after root words ending a consonant, ending in '-y', ending in '-le', and 'ic'	Spell the suffix -ly to exception words e.g., 'publicly', 'wholly'	Spell words ending in -able and -ible	Recap of suffixes finishing with -ly -ful, -ive,
						Spell words ending in -ably and -ibly	
			Spell contractions				Use hyphens in words
			Spell words containing the possessive apostrophe (singular nouns)		Spell words containing the possessive apostrophe (plural nouns)		
		Spell words ending in -tion	Spell endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Spell words with the suffix -ation	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Recap =ation	
			Spell words with the suffix -ous	Spell words with endings which sound like /ʃəs/ spelt -cious or -tious	Spell words with endings which sound like /ʃəs/ spelt, -ous, -cious or -tious		

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Spelling	Spell words by identifying the sounds and then writing the sound with letter/s.		Spell homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	Spell homophones and near-homophones e.g. knot not, mail male, plain plane, brake break, grate great, prey pray, weight wait, witch which, son sun, sail sale	Spell homophones and near-homophones e.g. ball bawl, berry bury, main mane, medal meddle, missed mist, fair fare, piece peace, bear bare, blew blue, by buy, some sum, they're their there, flower flour, to too two, accept except, affect effect, scene seen, weather whether, whose who's	Spell homophones and near homophones e.g. aloud allowed, affect effect, heard herd, led lead, passed past, aisle isle, altar alter, bridle bridal, farther father, guest guessed, compliment complement, desert dessert, Stationary stationery, steal steel, who's whose	Spell homophones and near homophones e.g. ascent assent, descent decent, cereal serial, mourning morning, precede proceed, draft draught, principal principle, profit prophet, their they're there, you're your, through threw, weather whether, wait weight, wary weary, court caught
		Spell common exception words including: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	Spell common exception words including: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Spell words from the year 3 and 4 lists	Spell words from the year 3 and 4 lists	Spell words from the year 5 and 6 lists	Spell words from the year 5 and 6 lists

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Grammar	Suffixes	Learn new vocabulary.	Use 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			Understand the grammatical difference between plural and possessive -s			
			Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)				Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]		
			Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]						
			Form adjectives using suffixes such as -ful, -less Use the suffixes -er, -est in adjectives Use -ly in Standard English to turn adjectives into adverbs						
	Prefixes		Understand how the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, undoing: untie]		Form nouns using a range of prefixes [for example super-, anti-, auto-]			Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	
Articles			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]						

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Area of learning		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	Word families	Learn new vocabulary.			Make word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
								Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].
Standard English						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]		Understand 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]
							Understand 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 the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	

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Area of learning		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Grammar	Sentence	Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	Combine words to make sentences	Recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command					
		Ask questions to find out more and to check they understand what has been said to them/ Questions why things happen and gives explanations. Asks e.g. who, what, when, how							
		Connect one idea or action to another using a range of connectives.	Join words and joining clauses using and	Use subordination (using when, if, that, because)	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].				
		Beginning to use more complex sentences to link thoughts		Use co-ordination (using or, and, but)					
		Use longer sentences of four to six words.			Express time, place and cause using adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, in, during, because of]	Use fronted adverbials [for example, Later that day, I heard the bad news.]	Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]		
					Express time, place and cause using prepositions [for example, before, after, during, in, because of]				
		Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		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)	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun				

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Grammar	Text				Use headings and sub-headings to aid presentation			Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		Can retell a simple past event in correct order (e.g. went down slide, hurt finger)		Use the correct choice and make consistent use of present tense and past tense throughout writing				
		Beginning to use a range of tenses (e.g. play, playing, will play, played)		Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use 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]			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)].
						Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
		Sequence sentences to form short narratives		Start to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	Link 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]	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	

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Area of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		Separate words with spaces					
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Start to use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences				
	Form lower-case and capital letters correctly.	Use capital letters for names and for the personal pronoun I					
			Use commas to separate items in a list				Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information
					Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity	
			Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]		
				Start 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!"]		

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Punctuation						Use brackets, dashes or commas to indicate parenthesis	
							Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
							How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	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

Note:

The objectives for Reception are taken from the **EYFS statutory framework, Development Matters** and **Birth to 5 Matters: Range 6**.
 Objectives for Year 1-6 are taken from **The national curriculum in England, English Appendix 1: Spelling** and **Appendix 2: Vocabulary, grammar and punctuation**