



# **St Peter and St Paul's RC Primary School**

## **Grammar, Punctuation and Spelling - Progression Overview**



**Holding God's hand,  
we grow in faith together,  
we dream, believe, achieve.  
Following the footsteps of Jesus,  
we act with love,  
we care for one another  
and our world.**

## Grammar, Punctuation and Spelling Overview (Knowledge and Skills Progression)

### Year 1

Spell:

- words containing each of the 40+ phonemes already taught (Y1)
- common exception words (Y1)
- the days of the week (Y1)
- name the letters of the alphabet:
  - naming the letters of the alphabet in order (Y1)
  - using letter names to distinguish between alternative spellings of the same sound (Y1)
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (Y1)
  - using the prefix un– (Y1)
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] (Y1)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (Y1)

develop their understanding by:

- leaving spaces between words (Y1)
- joining words and joining clauses using 'and' (Y1)
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)

## Year 2

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (Y2)
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones (Y2)
- learning to spell common exception words (Y2)
- learning to spell more words with contracted forms (Y2)
- learning the possessive apostrophe (singular) [for example, the girl's book] (Y2)
- distinguishing between homophones and near-homophones (Y2)
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly (Y2)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- develop their understanding by:
  - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y1 + 2)

learn how to use:

- sentences with different forms: statement, question, exclamation, command (Y2)
- expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2)
- the present and past tenses correctly and consistently, including the progressive form (Y2)
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2)
- some features of written Standard English

### Year 3

- use further prefixes and suffixes and understand how to add them (Y2+)
- spell further homophones (Y2+)
- spell words that are often misspelt (Y3)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] (Y2)
- use the first 2 or 3 letters of a word to check its spelling in a dictionary (Y3)
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (Y3)

Develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (Y2+)
- using the present perfect form of verbs in contrast to the past tense (Y3)
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3)
- using conjunctions, adverbs and prepositions to express time and cause (Y3)

Indicate grammatical and other features by:

- indicating possession by using the possessive apostrophe with plural nouns (Y2)
- using and punctuating direct speech (Y3)

## Year 4

- use further prefixes and suffixes and understand how to add them (Y2+)
- spell further homophones (Y2+)
- spell words that are often misspelt (Y2+)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] (Y2)
- use the first 2 or 3 letters of a word to check its spelling in a dictionary (Y3)
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (Y4)

Develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (Y2-3)
- using the present perfect form of verbs in contrast to the past tense (Y3)
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y3)
- using conjunctions, adverbs and prepositions to express time and cause (Y3)
- using fronted adverbials (Y4)

Indicate grammatical and other features by:

- using commas after fronted adverbials (Y4)
- indicating possession by using the possessive apostrophe with plural nouns (Y2)
- using and punctuating direct speech (Y3)

## Year 5

- use further prefixes and suffixes and understand the guidance for adding them (Y2+)
- spell some words with 'silent' letters [for example, knight, psalm, solemn] (Y5)
- continue to distinguish between homophones and other words which are often confused (Y2+)
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5)
- use dictionaries to check the spelling and meaning of words (Y5)
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary (Y3)
- use a thesaurus (Y5)

Develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing (Y5)
- using the perfect form of verbs to mark relationships of time and cause (Y3+)
- using expanded noun phrases to convey complicated information concisely (Y2)
- using modal verbs or adverbs to indicate degrees of possibility (Y5)
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun (Y5)

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing (Y5)
- using brackets, dashes or commas to indicate parenthesis (Y5)
- using a colon to introduce a list (Y5)

## Year 6

- use further prefixes and suffixes and understand the guidance for adding them (Y2+)
- spell some words with 'silent' letters [for example, knight, psalm, solemn] (Y5)
- continue to distinguish between homophones and other words which are often confused (Y2+)
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Y5)
- use dictionaries to check the spelling and meaning of words (Y5)
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary (Y3)
- use a thesaurus (Y5)

Develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6)
- using passive verbs to affect the presentation of information in a sentence (Y6)
- using the perfect form of verbs to mark relationships of time and cause (Y3+5)
- using expanded noun phrases to convey complicated information concisely (Y2)
- using modal verbs or adverbs to indicate degrees of possibility (Y5)
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun (Y5)

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing (Y5)
- using hyphens to avoid ambiguity (Y6)
- using brackets, dashes or commas to indicate parenthesis (Y5)
- using semicolons, colons or dashes to mark boundaries between independent clauses (Y6)
- using a colon to introduce a list (Y5)
- punctuating bullet points consistently (Y6)