

# English Progression Overview (SPaG)

## Spelling, Punctuation & Grammar Progression

Through the IB PYP curriculum, Girton Glebe develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through an education that builds intercultural understanding and respect.

Through our 6 core values, we aim to develop children at Girton Glebe who are:

**Curious:** inquisitive and inquiring

**Empathetic:** welcoming of others' opinions and valuing the feelings of others

**Aspirational:** striving to achieve

**Persevering:** appreciative of the learning journey

**Responsible:** understanding of their involvement in their education and the wider world

**Respectful:** inclusive, local and global citizens

**Autumn:** children are introduced to all new grammar and punctuation for their year group (this might be through explicit grammar teaching or brought in through guided reading)

**Spring:** with support, children begin to use new grammar and punctuation in their writing and to spot this in their guided reading

**Summer:** children are able to use new grammar and punctuation accurately in independent writing and identify why an author has used this in their guided reading

EYFS			
	Word Level	Sentence Level	Text Level
<b>Year R</b>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write some irregular common words</p>	<p>Verbally express ideas and feelings about experiences using full sentences</p> <p>Write simple phrases and sentences that are able to be read by others</p>	<p>Use past, present and future forms accurately when talking about events</p> <p>Connect ideas with conjunctions when using spoken language</p>

			<p>Create own narratives and explanations for why things might happen</p> <p>Use recently introduced vocabulary in their speaking &amp; writing</p>
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KS1					
	Word Level	Sentence Level	Text Level	Punctuation	Key Terminology
<b>Year 1</b>	<p>Regular <b>plural noun suffixes (-s or -es)</b> (e.g. dogs / wishes)</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed on spelling of root word (e.g. help, helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of verbs and adjectives by negation (e.g. unkind, undoing, untie)</p>	<p>How words can combine to make <b>sentences</b></p> <p>Joining words and joining clauses using <b>and</b></p>	<p>Sequencing sentences to form short narratives</p>	<p>separation of words with spaces</p> <p><u>To demarcate sentences:</u> capital letters full stops question marks exclamation marks</p> <p>capital letters for names of people and places and the personal pronoun I</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark verb noun adjective</p>
<b>Year 2</b>	<p><b>Formation of nouns using suffixes</b> (-ness, -er) and by compounding (whiteboard, superman)</p> <p>Formation of adjectives using suffixes (-ful, -less)</p> <p>Use of suffixes <b>-er and -est</b> in adjectives and the use of <b>-ly</b> in</p>	<p><b>Subordination</b> (when, if, that, because) and <b>co-ordination</b> (and, or, but)</p> <p><b>Expanded noun phrases</b> for description and specification (the blue butterfly, plain flour, the man on the moon)</p>	<p>Correct choice and consistent use of <b>present and past tense</b> throughout writing</p> <p>Use of <b>progressive forms of verbs</b> in the present tense and past tense to mark actions in progress (she <u>is</u> drumming, he <u>was</u> shouting)</p>	<p><u>To demarcate sentences:</u> capital letters full stops question marks exclamation marks</p> <p>commas to separate items in a list</p>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb</p>

Standard English to turn adjectives into adverbs	How the grammatical patterns in a sentence indicate its function for <b>statement, question, exclamation</b> or <b>command</b>		apostrophes to mark where letters are missing and to mark singular possession	verb tense (past, present) apostrophe comma
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KS2					
	Word Level	Sentence Level	Text Level	Punctuation	Key Terminology
<b>Year 3</b>	<p>Formation of nouns using a range of <b>prefixes</b> (super-, anti-, auto-)</p> <p>Use of <b>a</b> and <b>an</b> according to whether next word begins with a consonant or vowel</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)</p>	<p>Express time, place and cause using <b>conjunctions</b> (when, before, after, while, so, because), <b>adverbs</b> (then, next, soon, therefore), or <b>prepositions</b> (before, after, during, because of)</p>	<p>Use <b>paragraphs</b> as a way to group related material</p> <p>Use <b>headings and sub-headings</b> to aid presentation</p> <p>Use the <b>present perfect</b> form of verbs instead of the simple past (He <u>has gone out</u> to play, instead of He <u>went out</u> to play)</p>	<p>inverted commas to punctuate direct speech</p>	<p>preposition conjunction word family / class prefix clause subordinate clause direct speech consonant vowel inverted commas</p>
<b>Year 4</b>	<p>The grammatical difference between the <b>plural and possessive -s</b></p> <p>Standard English forms of <b>verb inflections</b> (we were instead of we was, I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying <b>adjectives, nouns and preposition phrases</b> (the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p>	<p>Use <b>paragraphs</b> to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun or noun</b> within and across sentences to aid cohesion and avoid repetition</p>	<p><b>inverted commas and other punctuation</b> to indicate direct speech (comma after reporting clause, punctuation inside inverted commas)</p> <p><b>apostrophes</b> to mark <b>plural possession</b></p>	<p>determiner pronoun possessive pronoun adverbial</p>

				<b>commas after fronted adverbials</b>	
<b>Year 5</b>	<p>Convert nouns or adjectives into verbs using <b>suffixes (-ate, -ise, -ify)</b></p> <p><b>Verb prefixes (dis-, de-, mis-, over-, re-)</b></p>	<p><b>Relative clauses</b> beginning who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicate <b>degrees of possibility</b> using <b>adverbs</b> (perhaps, surely) or <b>modal verbs</b> (might, could, should, will, must)</p>	<p>Use devices to <b>build cohesion</b> within a paragraph (then, after that, this, firstly)</p> <p>Link ideas across paragraphs using <b>adverbials of time, place and number</b> or <b>tense choices</b> (he <u>had</u> seen her before)</p>	<p>brackets, dashes and commas to indicate parenthesis</p> <p>commas to clarify meaning or avoid ambiguity</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>
<b>Year 6</b>	<p>Difference between vocabulary typical of <b>informal speech</b> and that appropriate for <b>formal speech and writing</b> (find out – discover, go in – enter, ask for – request)</p> <p>How words are related by meaning as <b>synonyms and antonyms</b> (big, large, little)</p>	<p>Use <b>of passive voice</b> to affect the presentation of information in a sentence (I broke the window vs The window was broken [by me])</p> <p>The difference between structures typical of informal speech and formal speech and writing e.g. use of <b>subjunctive form</b> (If I were, Were they to come)</p>	<p>Link ideas across paragraphs using a wider range of <b>cohesive devices</b> (repetition of a word or phrase, use of adverbials, ellipsis)</p> <p><b>Layout devices</b> (heading, sub-headings, columns, bullets or tables) to structure text</p>	<p>semi-colon, colon and dash to mark boundary between independent clauses</p> <p>colon to introduce a list</p> <p>semi-colons within lists</p> <p>bullet points to list information</p> <p>hyphens to avoid ambiguity</p>	<p>subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>