



**BROOKFIELDS
PRIMARY SCHOOL**



BROOKFIELDS PRIMARY SCHOOL SPAG PROGRESSION DOCUMENT

2022-2023

Progression in Grammar

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Noun phrases	Expanded nouns phrases	Expanded noun phrases	Expanded noun phrases	Expanded Noun phrases	Expanded Noun phrases
Word classes	Word classes	Word classes	Word classes	Word classes	Word classes
Subordinating conjunctions	Subordinating conjunctions	Subordinating conjunctions	Subordinating conjunctions	Subordinating conjunctions	Subordinating conjunctions
Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions	Co-ordinating conjunctions
Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
Sentence types - what makes a sentence a sentence.	Sentence types: Statement Command Question	Sentence types: Statement Command Question	Sentence types: Statement Command Question	Sentence types: Statement Command Question	Sentence types: Statement Command Question

	Exclamation	Exclamation	Exclamation	Exclamation	Exclamation
	Adverbs (adverb starters and within sentences)	Adverbs (adverb starters and within sentences) Adverbials	Adverbs (adverb starters and within sentences) Adverbials	Adverbs (adverb starters and within sentences) Adverbials	Adverbs (adverb starters and within sentences) Adverbials
				Relative clauses and relative pronouns Modal verbs	Relative clauses and relative pronouns Modal verbs
					Subjunctive form

Progression in Punctuation

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Capital letters Full stops Exclamation marks Question marks	Capital letters Full stops Exclamation marks Question marks Speech marks/inverted commas	Capital letters Full stops Exclamation marks Question marks Speech marks/inverted commas	Capital letters Full stops Exclamation marks Question marks Speech marks/inverted commas	Capital letters Full stops Exclamation marks Question marks Speech marks/inverted commas	Capital letters Full stops Exclamation marks Question marks Speech marks/inverted commas
	Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list
	Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.
		Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials Commas for	Commas for fronted adverbials Commas for

				clarity Parentheses Dashes Brackets Commas Hyphens	clarity Parentheses Dashes Brackets Commas Hyphens
					Adding detail Dashes Colons Linking Semi- colons

Content to be introduced in each year group (statutory requirement):

** English Appendix 2 Vocabulary, Grammar and Punctuation (link to document below)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

Year Group	Word Structure	Sentence Structure	Text Structure	Punctuation	Vocabulary
Year 1	<p>Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or <i>undoing</i>, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining sentences using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>
Year 2	<p>Formation of nouns using suffixes such as -ness, -er</p>	<p>Subordination (using <i>when, if, that, or because</i>)</p>	<p>Correct choice and consistent use of</p>	<p>Use of capital letters, full stops,</p>	<p>verb, tense (past, present), adjective,</p>

	<p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>and co- ordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>	<p>present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>noun, suffix, apostrophe, comma</p>
Year 3	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>

	Word families based on common words		and cause (e.g. I have written it down so we can check what he said,)		
Year 4	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>
Year 5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using</p>	<p>Brackets, dashes or commas to indicate parenthesis</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

		possibility, using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas to clarify meaning or avoid ambiguity	
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) Use of the colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym