



Sitwell Infant School

Progression in Spelling, Punctuation, Grammar & Handwriting

	<i>Spelling</i>	
Foundation Stage should spell...	• using their phonic knowledge to write words in ways which match their spoken sounds • some irregular common words (see appendix Foundation Stage)	Phoneme, grapheme, digraph, trigraph, segment
Year 1 should spell...	• words containing each of the 40+ phonemes taught (see appendix for Year 1) • common exception words (see appendix for Year 1) • the days of the week • using letter names to distinguish between alternative spellings of the same sound • words using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • words using the prefix un– • words using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	Phoneme, grapheme, digraph, trigraph, segment, prefix, suffix, plural, singular
Year 2 should spell...	• by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • by 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 • common exception words (see appendix for Year 2) • words including the possessive apostrophe (singular) • more words with contracted forms • longer words by adding suffixes, including –ment, –ness, –ful, –less, –ly • by distinguishing between homophones and near-homophones • by applying spelling rules and guidelines from Appendix 1	Phoneme, grapheme, digraph, trigraph, segment, prefix, suffix, plural, singular, homophone, apostrophe
Year 3 should spell...	• further homophones • words that are often misspelt (words from Appendix 1) • words including further prefixes and suffixes, understanding how to add them • by placing the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • by using the first 2 or 3 letters of a word to check its spelling in a dictionary	Prefix, suffix, plural, singular, homophone, possessive apostrophe



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	<i>Punctuation</i>	<i>Vocabulary</i>
Foundation Stage should ...	begin to use some punctuation in sentences e.g. capital letters, finger spaces and full stops	Capital letter, finger space, full stop
Year 1 should...	- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Capital letter, finger space, full stop, question mark, exclamation mark
Year 2 should...	- use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks - use commas for lists and apostrophes for contracted forms and the possessive (singular)	Capital letter, finger space, full stop, question mark, exclamation mark, comma, apostrophe
Year 3 should...	use and punctuate direct speech (i.e. inverted commas)	Question mark, exclamation mark, comma, apostrophe, speech marks



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	<i>Grammar</i>	<i>Vocabulary</i>
Foundation Stage should ...	write sentences which can be read by themselves and by others	Letter, word, sentence, simile – like
Year 1 should...	- combine words to make sentences, including using <i>and</i> - sequence sentences to form short narratives - separate words with spaces	Letter, word, sentence, simile – like, adjective, noun, connective
Year 2 should...	- write sentences with different forms: statement, question, exclamation and command - use the present and past tenses correctly and consistently including the progressive form - use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - use some features of written Standard English	Letter, word, sentence, simile – like, verb, adjective, noun, noun phrase, past tense, present tense
Year 3 should...	- use the present perfect form of verbs in contrast to the past tense - form nouns using prefixes (super-, anti-) - use the correct form of 'a' or 'an' - understand word families based on common words (solve, solution, dissolve, insoluble)	Verb, adverb, adverbial phrase, adjective, noun, noun phrase, past tense, present tense, synonym, clause



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	<i>Handwriting</i>	<i>Vocabulary</i>
Foundation Stage should ...	Pupils should be taught to: - practise the formation of their name - pick up the pencil themselves and deciding which hand they prefer - practise both clockwise and anti-clockwise movements - link letter shapes with sounds through multi-sensory activities e.g. air writing, drawing in damp sand etc. - learn about left to right directionality - learn about different letter families - use the diagonal and horizontal strokes needed to join letters	Children are exposed to all single letter sounds and some digraph sounds, linked to their phonics learning
Year 1 should...	Pupils should be taught to: - sit correctly at a table, holding a pencil comfortably and correctly - form lower-case letters in the correct direction, starting and finishing in the right place - continue practising the diagonal and horizontal strokes needed to join letters - form capital letters - form digits 0–9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Handwriting families – see Handwriting Policy - Ascenders: b, d, h, k, l - Descenders: g, j, p, q, y
Year 2 should...	Pupils should be taught to: - form lower case letters of the correct size relative to one another - use with increasing accuracy some of the diagonal and horizontal strokes needed to join letters - write capital letters and digits of the correct size, orientation and relationship to one another and lower case letters - use spacing between words that reflects the size of the letters <i>The vast majority of children should leave Year 2 joining their writing.</i>	Diagonal joins and horizontal joins – see Handwriting Policy
Year 3 should...	Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters - increase the legibility and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <i>When children are consistently joining their handwriting neatly they can start to write with a pen.</i>	FOCUS ON INCREASING QUALITY – looking at issues involving spacing, parallel lines and keeping lines equidistant