

St Teresa's Catholic Primary School

Grammar, Punctuation & Spelling

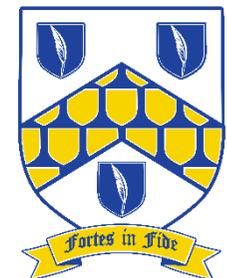
Progression Map

Respect – Resilience – Read – Retain

'Do the little things well'



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| | Punctuation | Grammar | Spelling |
|-----------|---|--|--|
| Year 1 | <p>Capital letters to begin a sentence</p> <p>Capital letters for pronouns</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> | <p>Co-ordinating conjunctions – but, and, or</p> <p>Subordinating conjunctions – because</p> <p>Oral phrases and sentences</p> <p>Sentence starters</p> <p>Past and present tense</p> <p>Adjectives</p> <p>Simple noun phrases</p> | <ul style="list-style-type: none"> • vc <u>words</u> • cvc words (short and long vowels) • words with adjacent consonants • some CEW / HFW • words ending <i>ff ll ss zz ck</i> • words with the /ng/ sound (<i>n</i> before <i>k</i>) • names the <u>letters</u> of the alphabet in order • words with consonant digraphs and some vowel digraphs/ trigraphs • alternative vowel phonemes (/ay//ai//a_e/) • new consonant spellings <i>ph</i> and <i>wh</i> • words ending in <i>-y</i> • majority of CEW / HFW • begins to spell the <u>singular</u> plural of words • divides words into syllables • compound words • days of the week • numbers to 20 • words ending in <i>tch</i> • <u>plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words • verbs where no change is needed to the root word • adding endings <i>-ing -ed -er</i> • adjectives where no change is needed to the root word • adding <i>-er</i> and <i>-est</i> • words with the addition of the prefix <i>un-</i> • Y1 CEW / HFW • phonetically plausible attempts of new words |

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| Year 2 | <p>Capital letters for beginning a sentence</p> <p>Capital letters for proper nouns</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate a list</p> <p>Inverted commas</p> <p>Apostrophe for omission</p> <p>Apostrophe for singular possession</p> | <p>Expanded noun phrases</p> <p>Subordinating conjunctions (WITB)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past simple</p> <p>Past progressive</p> <p>Present simple</p> <p>Present progressive</p> <p>Sentence types: Statement, Command, Question, Exclamation</p> <p>Verbs</p> <p>Nouns</p> <p>Proper nouns</p> <p>Adverbs</p> | <ul style="list-style-type: none"> • words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words • words with the /r/ sound spelt <i>wr</i> at the beginning of words • words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i> • words with the /s/ sound spelt <i>c</i> before <i>e i y</i> • adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it • begins to select correct GPCs in spelling • words with contractions • words ending in <i>-le, -el, -al</i> and <i>-il</i> • adding <i>-ies</i> to nouns and verbs ending in <i>y</i> • adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it • selects correct GPCs in spelling • words with the suffix <i>-ly</i> • uses <i>-ly</i> to turn adjectives into adverbs • uses phonic knowledge to spell simple monosyllabic and polysyllabic words • Y2 CEW / HFW • spells frequently used homophones / near homophones • words using the possessive apostrophe (singular nouns) • adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel • words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i> • words ending in <i>-tion</i> • recognises own spelling errors and makes some attempt to correct these • <u>compound nouns</u> |

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| Year 3 | <p>Question marks Exclamation marks Inverted commas for direct speech Commas to separate a list Apostrophe for omission and singular possession</p> | <p>Expanded noun phrases Subordinating conjunction (AWHITEBUS) Co-ordinating conjunctions (FANBOYS) Tenses: Past simple, Past progressive, Present simple, Present progressive, Past perfect, Present perfect. Sentence types: Statement, Command, Question, Exclamation. Adverbials (TRaMP Time, Reason, Manner, Place)) Prepositions Identify main clauses Can identify subordinate clauses</p> | <ul style="list-style-type: none"> • words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i> • words containing the /u/ sound spelt <i>ou</i> • adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double the consonant before adding <i>ing</i>) • the /i/ sound spelt <i>y</i> elsewhere than at the of words • possessive apostrophe with regular plural words • words using <u>prefixes</u>; <i>un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i> • formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i> • spells some words from the National Curriculum word list for Years 3 and 4 • begins to use a dictionary to check spellings • can spell words using knowledge of <u>word family</u> |

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| Year 4 | <p>Commas for lists Commas for fronted adverbials Commas for clauses and clarity Apostrophes for omission Apostrophes for singular possession Apostrophes for plural possession Punctuating direct speech (inverted commas)</p> | <p>Subject/verb identification Expanded noun phrases Coordinating conjunctions (FANBOYS) Subordinating conjunctions (A WHITE BUS) Prepositions and prepositional phrases Adverbs and adverbials (TRaMP) Fronted adverbials Compound and complex sentences Main clauses and Subordinate clauses Identifying parts of speech Tenses: Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation</p> | <ul style="list-style-type: none"> • further homophones and near homophones • words using suffixes: <i>-ly, -ation, -ous</i> • words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i> • words ending with <i>-sure</i> and <i>-ture</i> • words with the /k/ sound spelt <i>ch</i> (Greek in origin) • words with the /sh/ sound spelt <i>ch</i> (mostly French in origin) • words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) • words with the /s/ sound spelt <i>sc</i> (Latin in origin) • possessive apostrophes with irregular plurals • spell words from the National Curriculum word list for Years 3 and 4 • use the first 2 or 3 letters of a word to check its spelling in a dictionary |

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| Year 5 | <p>Inverted commas Commas to separate a list Commas for fronted adverbials Commas for clarity Apostrophes for omission Apostrophes for singular possession Apostrophes for plural possession Parentheses- commas Parentheses- dashes Parentheses- brackets Hyphens</p> | <p>Expanded noun phrases Subordinating conjunctions (A WHITE BUS) Co-ordinating conjunctions (FANBOYS) Tenses: Past simple Past progressive Present simple Present progressive Past perfect Present perfect Sentence types: Statement Command Question Exclamation Adverbials (TRaMP) Relative clauses and relative pronouns Adverbs that don't end in <i>-ly</i> Modal verbs Possessive pronouns Prepositions Standard English Turn nouns into adjectives</p> | <ul style="list-style-type: none"> • uses a thesaurus • words containing the letter-string <i>ough</i> • words with the /ee/ sound spelt <i>ei</i> after <i>c</i> • converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>) • verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>) • spells some words from the National Curriculum word list for Years 5 and 6 • uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • words ending in <i>-able</i> and <i>-ible</i> • words ending in <i>-ably</i> and <i>-ibly</i> |

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| Year 6 | <p>Inverted commas</p> <p>Commas to separate a list</p> <p>Commas for fronted adverbials</p> <p>Commas for clarity</p> <p>Apostrophes for omission</p> <p>Apostrophes for singular possession</p> <p>Apostrophes for plural possession</p> <p>Parenthesis: Commas, dashes, brackets</p> <p>Hypens</p> <p>Colons</p> <p>Semi colons</p> <p>Ellipsis</p> <p>Punctuate bullet points</p> | <p>Identify subject and object</p> <p>Synonyms and antonyms</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p>Subordinate clauses</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Active and passive voice</p> <p>Tenses: Past simple, past progressive, present simple, present progressive, past perfect, present perfect</p> <p>Sentence types: Statement, command, question, exclamation</p> <p>Adverbials (TRAMP)</p> <p>Relative clauses and relative pronouns</p> <p>Modal verbs</p> <p>Subjunctive form</p> <p>Past and Present tense</p> <p>Standard English</p> <p>Formal and informal language</p> | <ul style="list-style-type: none"> • homophones and other words that are often confused • uses a thesaurus efficiently and effectively • words with the ending /shus/ spelt -cious or -tious • words with the ending /shul/ spelt -cial or -tial • words with the endings -ant, -ance/-ancy, -ent, -ence/-ency • adding suffixes beginning with vowel letters to words ending in -fer (the r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed) • spells words from the National Curriculum word list for Years 5 and 6 • uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately • words using a hyphen to link a prefix to a route word • words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |