English - SPAG

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Spelling | Words with known phonemes.  Common exception words.  Days of the week.  Letters of the alphabet in order.  Adding the suffix –s, -es, -ing, -ed, -er, -est.  Adding the prefix –un.  Spell words phonetically.  Write simple sentences to practice spelling. | Segment spoken words into phonemes.  Spell words with alternative sounds.  Some common homophones.  Some common exception words.  Words with contracted forms.  Learn the possessive apostrophe and how this affects words.  Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly.  Words ending in –tion.  Compound words. | Use prefixes and suffixes and know how to add them.  Spell homophones.  Spell words that are often misspelt.  Use the possessive apostrophe accurately in words with regular plurals, e.g. boys’ and irregular plurals, e.g. children’s.  Check spelling in a dictionary. | Use prefixes and suffixes and know how to add them.  Know how to spell all homophone options.  Consistently spell words that are often misspelt accurately.  Use the possessive apostrophe accurately in words with regular plurals, e.g. boys’ and irregular plurals, e.g. children’s.  Check spelling in a dictionary. | Use prefixes and suffixes and know how to add them.  Spell words with silent letters.  Distinguish between homophones and other words that are often confused.  Use knowledge of morphology and etymology in spelling.  Understand that some spellings just need to be learnt.  Use dictionaries to check the spelling and meaning of words.  Use a thesaurus. | Use prefixes and suffixes and know how to add them consistently.  Distinguish between homophones and other words that are often confused.  Use knowledge of morphology and etymology in spelling consistently.  Understand that some spellings just need to be learnt.  Use dictionaries to check the spelling and meaning of words consistently. |
| Punctuation | Leave spaces between words.  Use capital letters and full stops consistently.  Identify where capital letters and full stops are missing within sentences.  Use ? ! appropriately  Use capital letters for people, places, days of the week and I.  Use commas for a list.  Begin to know how apostrophes are used for omission. | Use capital letters, full stops, ? ! consistently correctly.  Use the correct punctuation at the end of a statement, question, exclamation, command.  Use commas for a list consistently.  Use apostrophe for omission and possession.  Punctuate direct speech with “” (inverted commas).  Attempt to use commas after fronted adverbials. | Explain where capital letters are needed and why.  Understand that a question mark is not always at the end of a sentence  Consistently use apostrophe for omission and possession.  Punctuate direct speech with “” accurately and consistently (inverted commas).  Begin to use bullet points for a list. | Explain where capital letters are needed and why.  Identify where punctuation is used correctly and incorrectly, e.g. . , ? ! “” “  Use inverted commas (“”) and other punctuation consistently accurately to indicate direct speech.  Use commas after fronted adverbials.  Use apostrophe to indicate singular and plural possession and for contractions.  Use bullet points for a list consistently. | Add missing punctuation into text with punctuation missing, e.g. . , - “” ! ? : () “  Use commas to clarify meaning.  Add commas into sentences in the correct place, e.g. after fronted adverbials.  Use brackets, dashes and commas to indicate parenthesis.  Use a colon to introduce a list.  Know when to use bullet points and punctuate them consistently.  Use ellipses to build tension accurately and consistently.  Explain why ? and ! have been used. | By the end of YR6 students should be secure with . , - ‘ “” : ; () and they should be able to use these accurately in writing.  Explain why all different types of punctuation have been used in text examples.  Use semi-colons, colons or dashes between independent clauses.  Use a colon to introduce a list and semicolons within a list.  Know when colons can replace commas within sentences.  Use hyphens to avoid ambiguity.  Know how where a comma is placed within a sentence can affect the meaning.  Know how to use commas after fronted adverbials.  Know how and where to put dashes in sentences. |
| Grammar | Join words and sentences using the conjunctions and, because, but, or.  Know regular plural nouns –s, -es, e.g. dog, dogs.  Suffixes that can be added to verbs where spelling stays the same, e.g. helping, helped.  Know what happens to a word when the prefix un- is added, e.g. unhappy.  Begin to understand this differences between past and present tense.  Know what adjectives and adverbs are and use them accurately.  Use a variety of openers. | Begin to know different sentence structures – simple, compound, complex and vary these in writing.  Know what a statement, question, exclamation, command are.  Write sentences with different forms: statement, question, exclamation, command.  Use the correct punctuation at the end of a statement, question, exclamation, command.  Know what a noun, verb, adjective and adverb is.  Know what a noun phrase is.  Expand noun phrases to describe, e.g. the green grass.  Use the past and present tense correctly and consistently.  Change words from past to present tense and vice versa.  Add suffixes to adjectives –ful, -less.  Turn adjectives into adverbs using –ly, -est, -er.  Join sentences with the conjunctions: when, if, or, because, but, and, that.  Understand that conjunctions can come at the beginning of a sentence.  Use varied pronouns appropriately.  Begin to use fronted adverbials.  Understand verb-subject agreement, e.g. The children are waiting rather than the children is waiting. | Know different sentence structures – simple, compound, complex and vary these in writing.  Consistently identify and write statements, questions, exclamations and commands.  Extend sentences using a wide range of conjunctions, e.g. when, if, because, although.  Know what verbs are and choose appropriate verbs for sentences.  Use the present perfect form of verbs in contrast to the past tense, e.g. to push-pushed.  Choose nouns and pronouns appropriately for clarity.  Replace nouns with pronouns with sentences.  Use conjunctions, adverbs and prepositions to express time and cause.  Use fronted adverbials.  Use the forms a or an depending on whether the next word begins with a vowel or consonant.  Adapt from singular to plural and plural to singular.  Know what a contraction is, e.g. do not – don’t  Complete sentences using missing words. | Consistently use different sentence structures – simple, compound, complex and vary these in writing.  Know the meaning of noun, verb, adjective, adverb, pronoun.  Use standard English forms for verb inflections rather than spoken language, e.g. we were rather than we was.  Extend sentences using a wide range of conjunctions, e.g. when, if, because, although.  Use conjunctions, adverbs and prepositions to express time and cause.  Know the grammatical difference between plural and possessive.  Understand homophones and be able to give examples.  Know the difference between a phrase and a clause.  Know prepositions and when they are used within sentences.  Begin to show an understanding of relative clauses, e.g. The blue car that was parked outside the shop was for sale.  Identify words in a question to make it a question, e.g. You are going to the park now, aren’t you?  Understand how to correct grammatical errors, e.g. Lucky, Allison saw where the squirrel had taken her purse – Luckily.  Write all contractions accurately. | Select different sentence structures and adapt these for purpose.  Know the 4 types of noun – abstract, collective, common and proper.  Know what an article is and add and identify them within sentences.  Know what a determiner is and identify them within sentences.  Know what synonyms and antonyms are.  Convert nouns and adjectives into verbs using suffixes.  Use verbs to mark relationship of time and cause.  Use expanded noun phrases.  Use modal verbs or adverbs to indicate possibility.  Use the active and passive voice to present information.  Use adverbials to link across paragraphs.  Indicate degrees of possibility using adverbs and modal verbs.  Begin relative clauses using who, which, where, when, etc.  Understand subordinate clauses and the words used to introduce them, e.g. Jay wanted to go to the party even though he wasn’t feeling very well.  Understand subordinating conjunctions and identify them within sentences.  Identify grammatical errors and correct them, e.g. Lucky, Allison saw where the squirrel had taken her purse. | Know the types of noun (abstract, collective, common and proper), adverb and pronoun (personal, relative, possessive).  Use passive verbs to affect the presentation if information in a sentence.  Know how to use past progressive verbs.  Know how words are related by meaning as synonyms and antonyms.  Understand modal verbs to indicate possibility, e.g. might, could, will.  Understand adverbials and how to adapt sentences to ensure they use a fronted adverbial. E.g. We turned the light off before we left – Before we left, we turned the lights off.  Know what a relative clause is and identify them within sentences, e.g. The blue car that was parked outside the shop was for sale.  Have a full understanding of all connectives/conjunctions and can best place them within a sentence.  Know the difference between subordinating and coordinating connectives  Identify words that make a question a question, e.g. You should be leaving now, shouldn’t you?  Adapt between a personal and impersonal tone.  Identify words that are part of word families, e.g. circle, circus, etc.  Re-write sentences in the active and passive voice. |