

Spelling, Punctuation & Grammar (SPaG)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling and Word Building	Learn all rules and words given in statutory lists.	Learn all rules and words given in statutory lists.	Learn all rules and words given in statutory lists.	Learn all rules and words given in statutory lists.	Learn all rules and words given in statutory lists.	Learn all rules and words given in statutory lists.
	Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes).	Formation of nouns using suffixes such as -ness, -er.	Explicitly learn words in Yr 3-4 list.	Explicitly learn words in Yr 3-4 list.	Explicitly learn words in Yr 5-6 list.	Explicitly learn words in Yr 5-6 list.
	Suffixes that can be added to verbs (e.g.) helping, helped, helper).	Formation of adjectives using suffixes such as -ful, -less.	Formation of nouns using a range of prefixes, such as super-, anti-, auto-.	Show correct usage of the grammatical difference between plural and possessive -s.	Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).	Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
	How the prefix un- changes the meaning of verbs and adjectives (negation, (e.g. untie as in untie the boat).	Use of the suffixes -er and -est to form comparisons of adjectives and adverbs.	Use of determiners "a" or "an" according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).	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.	Spell some words with 'silent' letters [for example, knight, psalm, solemn].	Use a thesaurus.
			Word families based on common words.		Continue to distinguish between homophones and other words which are often confused.	Identify 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).
					Verb prefixes (e.g. dis-, de-, mis-, over-, and re-).	
Punctuation	Separation of words with spaces.	Capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Introduction to speech marks (inverted commas) to punctuate direct speech.	Use of speech marks (inverted commas) to punctuate direct speech.	Brackets, dashes or commas to indicate parenthesis.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g., It's raining; I'm fed up].
	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Commas to separate items in a list.		Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).	Use of commas to clarify meaning or avoid ambiguity.	Use of the colon to introduce a list and use of semi-colons within lists.
	Capital letters for proper nouns and for the personal pronoun I.	Apostrophes to mark contracted forms in spelling (e.g. can't).		Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news).		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).
Grammar - sentence and text type	How words can combine to make sentences.	Subordination (using "when", "if", "that" or "because") and coordination (using "or", "and" or "but").	Expressing time and cause using conjunctions (e.g when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of).	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.	Relative clauses beginning with "who", "which", "where", "why" or "whose".	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").
	How "and" can join words and join sentences.	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).	Appropriate choice of pronoun or noun across a sentence.	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use of expanded noun phrases to convey complicated information concisely.
		Sentences with different forms: statement, question, exclamation, command.	Introduction to paragraphs as a way to group related material.	Use of fronted adverbials.	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).	Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text.
		The consistent use of present tense versus past tense throughout texts.	Headings and sub-headings to aid presentation.	Use of paragraphs to organise ideas around a theme.	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?" or the use of the subjunctive in some very formal writing and speech).
		Use of the continuous forms of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).				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 elision.