



English - Spelling and Grammar Progression

Word Level

Sentence Level

Text Level

Punctuation

Terminology

EYFS
Reception

Year 1

Regular **plural noun suffixes** *-s* or *-es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing. untie the boaf*]

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

Sequencing **sentences** to form short narratives

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun** *I*

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

Year 2

Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *-ful, -less*

(A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma

Year 3

Formation of **nouns** using a range of **prefixes** [for example *super-, anti-, auto-*]

Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Introduction to inverted commas to **punctuate** direct speech

preposition, conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Year 4

The grammatical difference between **plural** and **possessive** *-s*

Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Fronted adverbials [for example, *Later that day, I heard the bad news.*]

Use of commas after **fronted adverbials**

Commas

Use of commas after **fronted adverbials**

Pronouns, clauses and phrases

Use of paragraphs to organise ideas around a theme

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

Noun phrases and adverbial phrases

Apostrophes to mark **plural** possession [for example, *the girl's name, the girls' names*]

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

Noun phrases and adverbial phrases

Articles and determiners

Adverbial phrases

Paragraphs

Tenses

Year 5	Converting nouns or adjectives into verbs using suffixes [for example, <i>–ate; –ise; –ify</i>] Verb prefixes [for example, <i>dis–, de–, mis–, over– and re–</i>]	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, 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 [for example, <i>It’s raining; I’m fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points