

Grove Lea Primary Spelling, Punctuation and Grammar Progression Grid 2019-2020

SPaG	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Knowledge</u>	Please see KS1 Curriculum Overview for SPaG knowledge in Years 1 and 2.		Please see Curriculum Overview for SPaG knowledge in Years 3 and 4.		Please see Curriculum Overview for SPaG knowledge in Years 5 and 6.	
<u>Vocabulary: Spelling</u>	National Curriculum Spelling List Year1/2 Please see below attached to progression grid. Spellings include but are not limited to the provided list.		National Curriculum Statutory Spelling List for Year 3 / 4 Please see below attached to progression grid. Spellings include but are not limited to the provided list. The list provided is statutory.		National Curriculum Statutory Spelling List for Year 5 / 6 Please see below attached to progression grid. Spellings include but are not limited to the provided list. The list provided is statutory.	
<u>Vocabulary: Punctuation and Grammar</u> <u>By the end of KS2 children should know all of these terms.</u>	Word Noun Letter Singular Plural Capital letter Sentence Full stop Question mark Exclamation mark	Noun Noun phrase Statement Question Exclamation Suffix Conjunction Tense Comma Apostrophe Command Adjective Adverb	Prefix Vowel Consonant Conjunction Root word Paragraph Fronted adverbial Inverted commas	Noun phrase Fronted adverbial Pronoun Inverted commas Comma Possessive apostrophe Determiner	Prefix Relative clause Subordinate clause Modal verb Determiner Adverbial Parenthesis Bracket Dash Relative pronoun	Formal / informal Synonym Antonym Passive / active Semi colon Colon Hyphen
<u>Skills: Spelling</u>	I can break down spoken words into their sounds and spell some correctly. I can spell words containing each of the letter sounds I have been taught.	I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know.	I can use the prefixes un-, dis-, mis-, re-, pre-. I can add suffixes beginning with vowel letters to words of more than one syllable e.g.	I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. I can understand and add the suffixes -ation, -ous.	I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. I can spell word endings which sound like 'shil'	I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. I can use prefixes involving the use of a

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	<p>I can point out or write the 0 or more letters or groups of letters I have been taught when I hear them.</p> <p>I can spell a few common exception words.</p> <p>I can spell some common exception words.</p> <p>I can spell the days of the week.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>I know the plural rule and can use -s and -es in the right place.</p> <p>I can add un- to the start of a word to make a different word.</p> <p>I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>I can use simple spelling rules.</p> <p>I can write the correct spellings in simple sentences I hear my teacher say.</p>	<p>I can learn new spellings by using words I already know how to spell.</p> <p>I can spell many common exception words.</p> <p>I can spell most common exception words.</p> <p>I can spell some words which have been shortened.</p> <p>I can spell most words which have been shortened.</p> <p>I can spell words which use an apostrophe to show possession e.g. the girl's book.</p> <p>I can spell words that sound the same but are spelt differently e.g. buy bye by.</p> <p>I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.</p> <p>I can add endings such as -ment, -ness, -ful, -less, -ly to spell most longer words.</p> <p>I can use simple spelling rules.</p> <p>I can write the correct spellings and punctuation in simple sentences I hear my teacher say.</p>	<p>forgetting, preferred, gardening, limited.</p> <p>I can use the suffix -ly.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>I can spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.</p> <p>I can spell words that are often misspelt.</p> <p>I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.</p> <p>I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p>	<p>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</p> <p>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/hot, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</p> <p>I can spell words with the 's' sounds spelt 'sc' e.g. science, scene.</p> <p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words</p>	<p>spelt -cial or -tial e.g. official, partial.</p> <p>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</p> <p>I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>I can spell some more complex words correctly including words that are often misspelt.</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p>	<p>hyphen e.g. co-ordinate, re-enter.</p> <p>I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.</p> <p>I can use dictionaries to check the spelling and meaning of words.</p> <p>I can spell most words correctly including words that are often misspelt.</p> <p>I can use a dictionary to check the spelling of less common or interesting words I want to use.</p> <p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use a thesaurus with confidence.</p>
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	<p>I can spell words by picking out the sounds.</p>		<p>I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p>	<p>with irregular plurals e.g. children's.</p> <p>I can use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>		
<p><u>Skills:</u> <u>Vocabulary</u> <u>Punctuation</u> <u>and</u> <u>Grammar</u></p>	<p>I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes.</p> <p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.</p> <p>I can show you how un- added to the beginning of a word can change its meaning.</p> <p>I can put words together to make sentences.</p> <p>I can use joining words like 'and'.</p> <p>I can use spaces between words.</p> <p>I can use capital letters and full stops.</p>	<p>I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.</p> <p>I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.</p> <p>I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.</p> <p>I can use these words in my writing:</p>	<p>I can create new words using a range of prefixes including super-, anti-, auto-.</p> <p>I can understand when to use 'a' or 'an' in front of a word.</p> <p>I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</p> <p>I can use paragraphs.</p>	<p>I can explain the difference between the plural and possessive -s.</p> <p>I can use the correct form of the verb inflection e.g. we were instead of we was.</p> <p>I can make my writing interesting by using adjectives and other descriptive methods.</p> <p>I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.</p> <p>I can use paragraphs to organise ideas around a theme.</p>	<p>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</p> <p>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.</p> <p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</p> <p>I can use devices to build cohesion within a</p>	<p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.</p> <p>I can understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use the passive to affect the presentation of information in a sentence.</p> <p>I can understand the difference between structures typical of informal speech and structures</p>

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	<p>I can use question marks and exclamation marks.</p> <p>I can use capital letters for names, places, the days of the week and the word 'I'.</p> <p>I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>when, if, that, because, or, but.</p> <p>I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>I can tell if a sentence is a question, command, exclamation or a statement.</p> <p>I can use the correct tense in my writing.</p> <p>I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting.</p> <p>I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.</p> <p>I can use question marks and exclamation marks appropriately.</p> <p>I can use commas when I am writing a list.</p> <p>I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</p> <p>I can explain what these words mean:</p>	<p>I can use headings and sub-headings.</p> <p>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.</p> <p>I can use speech marks correctly sometimes.</p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>	<p>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</p> <p>I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.</p>	<p>paragraph e.g. then, after that, this, firstly.</p> <p>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</p> <p>I can use brackets and can also use dashes or commas for the same purpose.</p> <p>I can use commas to make my writing clear to the reader.</p> <p>I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.</p>	<p>appropriate for formal speech and writing.</p> <p>I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up.</p> <p>I can use the colon to introduce a list and use semi-colons within lists.</p> <p>I can use bullet points to list information.</p>
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		noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.				I can use hyphens for clarity e.g. man eating shark or man-eating shark. I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points. I can use the perfect form of verbs to mark relationships of time and cause. I can use expanded noun phrases to explain complicated information simply. I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity.
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New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	<u>my</u>	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	<u>our</u>	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

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Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht