**Progression in Vocabulary, Grammar and Punctuation**

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|  |  | **EYFS** | **Year 1** |  | **Year 2** | **Year 3** |  | **Year 4** | **Year 5** |  | **Year 6** |  |
| **Word** |  |  | regular plural noun suffixes - |  | **•** formation of nouns using suffixes | formation of nouns using a range of |  | the grammatical difference between | **•** converting nouns or adjectives into |  | **•** the difference between vocabulary |  |
| **Structure** |  |  | s or -es |  | such as -ness, -er | prefixes, such as super-, anti-, auto- |  | plural and possessive **–**s | verbs using suffixes (e.g.-ate, -ise, - |  | typical of informal speech and |  |
|  |  |  | (e.g. dog, dogs; wish, wishes) |  | **•** compound nouns | **•** use of the forms a or an according |  | **•** standard English forms for verb | ify) |  | vocabulary appropriate for formal |  |
|  |  |  | **•** suffixes that can be added |  | **•** formation of adjectives using | to whether the next word begins |  | inflections instead of local spoken | **•** verb prefixes (e.g. dis-, de-, mis-, |  | speech and writing (e.g. said - |  |
|  |  |  | to verbs (e.g. helping, |  | suffixes such as -ful, -less (A fuller list | with a consonant or a vowel (e.g. a |  | forms (e.g. we were instead of we | over- and re-) |  | reported, alleged, or claimed, find |  |
|  |  |  | helped, helper) |  | of suffixes can be found in the | rock, an open box) |  | was, or I did instead of I done) |  |  | out **–** discover, ask for **–** request, go **–** |  |
|  |  |  | **•** how the prefix unchanges |  | spelling appendix) **•** use of the | **•** word families based on common |  |  |  |  | enter) |  |
|  |  |  | the meaning of verbs and |  | suffixes -er and -est to form | words |  |  |  |  | **•** how words are related by meaning |  |
|  |  |  | adjectives (negation, e.g. |  | comparisons of adjectives and |  |  |  |  |  | as synonyms and antonyms (e.g. big, |  |
|  |  |  | unkind, or undoing, e.g. |  | adverbs |  |  |  |  |  | large, little) |  |
|  |  |  | untie the boat) |  | **•** the use of -ly to turn adjectives into |  |  |  |  |  |  |  |
|  |  |  |  |  | adverbs |  |  |  |  |  |  |  |
| **Sentence** |  | **•** begins to break the | **•** how words can combine to |  | **•** subordination (using when, if, that, | **•** expressing time, place and cause |  | **•** fronted adverbials | **•** relative clauses beginning with |  | **•** use of the passive voice to affect |  |
| **Structure** |  | flow of speech into | make sentences |  | because) and co-ordination (using or, | using: |  | **•** use of commas after fronted | who, which, where, when, whose, |  | the presentation of information in a |  |
|  |  | words | **•** how and can join words |  | and, or but) | conjunctions (e.g. when, before, |  | adverbials (e.g. Later that day, I | that or an omitted relative pronoun |  | sentence [e.g. I broke the window in |  |
|  |  | **•**Attempts to write | and join sentences |  | **•** expanded noun phrases for | after, while, so, because) |  | heard the bad news) | **•** indicating degrees of possibility |  | **the greenhouse,’ versus ‘The window** |  |
|  |  | short sentences in | **•** joining words and joining |  | description and specification (e.g. the | adverbs (e.g. then, next, soon, |  | **•** noun phrases expanded by the | using modal verbs (e.g. might, |  | in the greenhouse was broken (by |  |
|  |  | meaningful contexts. | clauses using and |  | blue butterfly, plain flour, the man in | therefore) |  | addition of modifying adjectives, | should, will, must) |  | me)]. |  |
|  |  | **•** write simple |  |  | the moon) | prepositions (e.g. before, after, |  | nouns and preposition phrases (e.g. | **•** indicating degrees of possibility |  | **•** the difference between structures |  |
|  |  | sentences that can be |  |  | **•** sentences with different forms: | during, in, because of) |  | the teacher expanded to the strict | using adverbs (e.g. perhaps, surely) |  | typical of informal speech and |  |
|  |  |  |  | statement, question, exclamation, |  |  | maths teacher with curly hair) |  |  | structures appropriate for formal |  |
|  |  | read by themselves and |  |  |  |  |  |  |  |
|  |  |  |  | command |  |  |  |  |  | speech and writing (such as the use |  |
|  |  | others |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | **of question tags, e.g. He’s your** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | **friend, isn’t he? or the use of the** |  |
|  |  |  |  |  |  |  |  |  |  |  | subjunctive forms such as If I were or |  |
|  |  |  |  |  |  |  |  |  |  |  | were they to come in some very |  |
|  |  |  |  |  |  |  |  |  |  |  | formal writing and speech) |  |
| **Text** |  | **•** use past, present and | **•** sequencing sentences to |  | the consistent use of present tense | introduction to paragraphs as a way |  | **•** use of paragraphs to organise ideas | **•** devices to build cohesion within a |  | **•** linking ideas across paragraphs |  |
| **Structure** |  | future tense accurately | form short narratives |  | versus past tense throughout texts | to group related material |  | around a theme | paragraph (e.g. then, after that, this, |  | using a wider range of cohesive |  |
|  |  | when talking about |  |  | **•** use of the continuous/ progressive | **•** headings and sub-headings to aid |  | **•** appropriate choice of pronoun or | firstly) |  | devices (e.g. repetition of a word or |  |
|  |  | events that have |  |  | form of verbs in the present and past | presentation |  | noun within and across sentences to | **•** linking ideas across paragraphs |  | phrase, grammatical connections |  |
|  |  | happened or will |  |  | tense to mark actions in progress | **•** use of the present perfect form of |  | aid cohesion and avoid repetition | using adverbials of time (e.g. later), |  | (e.g. the use of adverbials such as on |  |
|  |  | happen in the future |  |  | (e.g. she is drumming, he was | verbs instead of the simple past (e.g. |  |  | place (e.g. nearby) and number (e.g. |  | the other hand, in contrast, or as a |  |
|  |  |  |  |  | shouting) | he has gone out to play contrasted |  |  | secondly) or tense choices (e.g. he |  | consequence), and ellipsis **•** layout |  |
|  |  |  |  |  |  | with he went out to play) |  |  | had seen her before) |  | devices, such as headings, sub- |  |
|  |  |  |  |  |  |  |  |  |  |  | headings, columns, bullets, or tables, |  |
|  |  |  |  |  |  |  |  |  |  |  | to structure text |  |
| **Punctuation** |  | Introduction to: | separation of words with |  | **•** capital letters, full stops, question | **•** introduction to inverted commas to |  | **•** use of inverted commas and other | **•** brackets, dashes or commas to |  | **•** use of the semi-colon, colon and |  |
|  |  | **•** separation of words | spaces |  | marks and exclamation marks to | punctuate direct speech |  | punctuation to indicate direct speech | indicate parenthesis |  | dash to mark the boundary between |  |
|  |  | with spaces | **•** introduction to the use of |  | demarcate sentences |  |  | (e.g. a comma after the reporting | **•** use of commas to clarify meaning |  | **independent clauses (e.g. It’s raining;** |  |
|  |  | **•** introduction to the | capital letters, full stops, |  | **•** commas to separate items in a list |  |  | clause; end punctuation within | or avoid ambiguity |  | **I’m fed up)** |  |
|  |  | use of capital letters, full | question marks and |  | **•** apostrophes to mark contracted |  |  | inverted commas. The conductor |  |  | **•** use of the colon to introduce a list |  |
|  |  | stops | exclamation marks to |  | forms in spelling |  |  | sh**outed, “Sit down!”)** |  |  | and use of semi-colons within lists |  |
|  |  |  | demarcate sentences |  | **•** apostrophes to mark singular |  |  | **•** apostrophes to mark singular and |  |  | **•** punctuation of bullet points to list |  |
|  |  |  | **•** capital letters for names of |  | possessions in nouns |  |  | **plural possession (e.g. the girl’s** |  |  | information |  |
|  |  |  | people, places, days of the |  |  |  |  | **name, the girls’ names)** |  |  | **•** how hyphens can be used to avoid |  |
|  |  |  | week and for the personal |  |  |  |  |  |  |  | ambiguity (e.g. man eating shark |  |
|  |  |  | pronoun I |  |  |  |  |  |  |  | versus man-eating shark, or recover |  |
|  |  |  |  |  |  |  |  |  |  |  | versus re-cover) |  |
| **Terminology** |  | **•** word **•** sentence **•** | **•** word **•** sentence **•** letter **•** |  | **•** verb **•** tense (past, present) **•** | **•** word family **•** conjunction **•** adverb |  | **•** pronoun **•** possessive pronoun **•** | **•** relative clause **•** modal verb **•** |  | **•** active and passive voice **•** subject |  |
|  |  | letter **•** capital letter **•** | capital letter **•** full stop **•** |  | adjective **•** noun **•** noun phrase **•** | **•** preposition **•** direct speech **•** |  | adverbial **•** determiner | relative pronoun **•** parenthesis **•** |  | and object **•** hyphen **•** synonym **•** |  |
|  |  | full stop | punctuation **•** singular **•** |  | adverb **•** statement **•** question **•** | inverted commas (or speech marks) **•** |  |  | bracket **•** dash **•** cohesion **•** |  | antonym **•** colon **•** semi-colon **•** |  |
|  |  |  | plural **•** question mark **•** |  | exclamation **•** command **•** | prefix **•** consonant **•** vowel **•** clause **•** |  |  | ambiguity |  | bullet points **•** ellipsis |  |
|  |  |  | exclamation mark |  | apostrophe **•** comma **•** compound **•** | subordinate clause |  |  |  |  |  |  |
|  |  |  |  |  | suffix |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**Whitehouse Primary School Progression in Writing Skills Framework – Spelling**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS (ELG)** | **Year 1** |  | **Year 2** | **Year 3 and 4** |  | **Year 5 and 6** |  |
|  | **•** first 100 high frequency | **•** common exception words (CEW) |  | **•** common exception words (CEW) **•** high frequency | **•** words from the National Curriculum word list for Years |  | **•** words from the National Curriculum word list for |  |
| **Words** | words | **•** high frequency words (HFW) - the first 100 from |  | words (HFW) - the first 200 from Letters and Sounds (pg | 3 and 4 (pg 64) |  | Years 5 and 6 (pg 71) |  |
|  | **•** write some irregular | Letters and Sounds (pg 193) | 195) |  |  |  |  |
|  | common words | **•** compound words e.g. football, laptop, playground |  |  |  |  |  |  |
|  |  | Plus: |  |  |  |  |  |  |
|  |  | **•** days of the week |  |  |  |  |  |  |
|  |  | **•** numbers to 20 |  |  |  |  |  |  |
| **Phonics** | **•** Links sounds to letters, | Children should be taught to spell: |  | **•** homophones and near homophones e.g. there/their/ | **•** the /i**/ sound spelt ‘y’ elsewhere than at the end of** |  | **•** words containing the letter-**string ‘ough’ e.g.** |  |
|  | naming and sounding the | **•** VC words |  | **they’re, hear/here, see/ sea** | words e.g. myth, pyramid, gym |  | bought, rough, cough, through, although, thorough, |  |
|  | letters of the alphabet. | **•** CVC words with short vowels |  | **•** words with alternative pronunciations from Letters | **• words with the /ai/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ e.g.** |  | plough **•** homophones and other words that are |  |
|  | **•** Children use their | **•** CVC words with long vowels |  | and Sounds Phase 5 | vein, eight |  | often confused e.g. practise/ practice, advise/ |  |
|  | phonic knowledge to | **•** words with adjacent consonants |  |  | **• words containing the /u/ sound spelt ‘ou’ e.g. double,** |  | advice, past/ passed |  |
| **Rules and** | write words in ways which | **•** words with consonant digraphs and some vowel |  |  | trouble |  |  |  |
| **Conventions** | match their spoken | digraphs/trigraphs |  | **• words with the /j/ sound spelt as ‘ge’ and ‘dge’ (end of** | **•** homophones and near homophones e.g. affect/ effect, |  | **• words with the /ee/ sound spelt ‘ei’ after ‘c’ e.g.** |  |
|  | sounds. | **•** alternative spellings for vowel phonemes e.g /ai/, |  | berry/bury, fair/ fare, male/mail |  |  |
|  | **•** some words are spelt | /ay/, /a-e/ |  | **words) and ‘g’ (elsewhere in words)** |  |  | receive, receipt, ceiling plus exceptions protein and |  |
|  | correctly and others are | **• new consonant spellings ‘ph’ and ‘wh’ e.g. dolphin,** |  | **• words with the /s/ sound spelt ‘c’ before ‘e’, ‘i’ ,‘y’** |  |  | seize |  |
|  | phonetically plausible | alphabet, which, wheel, |  | **•** words ending -le, -el, -al and - il **•** adding **–**ies to nouns |  |  |  |  |
|  |  | **•** words ending in **–**y e.g. very, happy, funny |  | **and verbs ending in ‘y’** |  |  |  |  |
|  |  |  |  | **•** adding -ed, -ing, -er, -**est to a root word ending in ‘y’** |  |  |  |  |
|  |  | **• words ending ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ (Usually after a** |  | with a consonant before it |  |  |  |  |
|  |  | short vowel letter in short words) |  | **•** adding -ing, -ed, -er, -est, -**y to words ending in ‘e’ with** |  |  |  |  |
|  |  | **•** the /ng/ sound spelt n before k |  | a consonant before it |  |  |  |  |
|  |  | **• words ending in ‘tch’ (/ch/ sound after a short vowel** |  | **•** adding -ing, -ed, -er, -est and -y to words of one |  |  |  |  |
|  |  | **is usually ‘tch’)** |  | syllable ending in a single letter after a short vowel |  |  |  |  |
|  |  | **•** plurals of nouns adding -s and -es to words |  |  |  |  |  |  |
|  |  | **•** verbs where no change is needed to the root word: |  |  |  |  |  |  |
|  |  | **•** adding endings -ing, -ed, -er |  |  |  |  |  |  |
|  |  | **•** adjectives where no change is needed to the root |  |  |  |  |  |  |
|  |  | word: |  |  |  |  |  |  |
|  |  | **•** adding -er and **–**est |  |  |  |  |  |  |
| **Affixes and** |  | **•** words with the addition of the prefix un |  | **•** words with the suffixes -ment, -ness, -ful, -less and -ly | **•** adding suffixes beginning with vowel letters to words |  | **•** words with the ending /shus/ spelt -cious or -tious |  |
| **Roots** |  |  |  | **•** words ending in -ton | of more than one syllable (words ending with a single |  | **•** words with the ending /shul/ spelt -cial or -tial **•** |  |
|  |  |  |  |  | consonant preceded by a short vowel double the |  | words with the endings -ant, -ance/-ancy, -ent, - |  |
|  |  |  |  |  | **consonant before adding ‘ing’)** |  | ence/-ency **•** words ending in -able and -ible **•** words |  |
|  |  |  |  |  | **•** words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, |  | ending in -ably and -ibly **•** adding suffixes beginning |  |
|  |  |  |  |  | sub-, inter-, super-, anti-, auto- |  | with vowel letters to words ending in -**fer (The ‘r’ is** |  |
|  |  |  |  |  | **•** words using suffixes: -ly, -ation, -ous |  | doubled if the -fer is still stressed when the ending is |  |
|  |  |  |  |  | **•** words with endings sounding / shun/: -tion, -sion, - |  | **added. The ‘r’ is not doubled if the –**fer is no longer |  |
|  |  |  |  |  | ssion, -cian |  | stressed) |  |
|  |  |  |  |  | **•** words ending with the schwa sound: measure, |  |  |  |
|  |  |  |  |  | creature |  |  |  |
| **Word Origins** |  |  |  | **• words with the /n/ sound spelt ‘kn’ and (less often)** | **• Words with the /k/ sound spelt ‘ch’ (Greek in origin)** |  | **•** words with silent letters (i.e. letters whose |  |
|  |  |  |  | **‘gn’ at the beginning of words** | e.g. scheme, chemist |  | presence cannot be predicted from the |  |
|  |  |  |  | **• words with the /r/ sound spelt ‘wr’ at the beginning of** | **• words with the /sh/ sound spelt ‘ch’ (mostly French in** |  | pronunciation of the word) e.g. doubt, island, lamb |  |
|  |  |  |  | words | origin) e.g. chef, machine |  |  |  |
|  |  |  |  |  | **•** words ending with the /g/ sound spelt -gue and the |  |  |  |
|  |  |  |  |  | /k/ sound spelt -que (French in origin) e.g. league, |  |  |  |
|  |  |  |  |  | unique |  |  |  |
|  |  |  |  |  | **• words with the /s/ sound spelt ‘sc’ (Latin in origin) e.g.** |  |  |  |
|  |  |  |  |  | science, scene |  |  |  |
| **Grammar** |  |  |  | **• words with contractions e.g. can’t, didn’t •** words | **• Possessive apostrophe with plural words e.g. girls’** |  | **•** words using a hyphen to link a prefix to a root |  |
|  |  |  |  | using the possessive apostrophe (singular nouns) e.g. | **boys’ babies’ children’s** |  | word e.g. co-ordinate, re-iterate, co-own |  |
|  |  |  |  | **the man’s, Claire’s** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |