

**Spelling, Grammar and Punctuation  
Progression Map**

**St Michael's C.E Primary School**

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St Michael's



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Prefix and Suffix</b>						
	<ul style="list-style-type: none"> <li>Regular plural noun suffix -s or -es</li> <li>Adding the suffixes -ing, -ed and -er to verbs</li> <li>How the prefix un- changes the meaning of verbs and adjectives</li> <li>Adding the suffixes -er and -est to adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Use of the suffix -ly to turn adjectives into adverbs</li> <li>Form adjectives using suffixes -ful and -less</li> <li>Formation of nouns using suffixes e.g. -ness, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in</li> <li>Adverbs ending in -ly</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical difference between plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>Use verb prefixes (un-, de-, re-, over-, dis-, mis-)</li> </ul>	
<b>Word</b>						
<ul style="list-style-type: none"> <li>Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)</li> <li>Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling</li> <li>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling.</li> </ul>			<ul style="list-style-type: none"> <li>Use of the forms 'a' or 'an'</li> <li>Word families based on common words showing how words are related in form and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of standard English forms for verb inflections (we were instead of we was)</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes</li> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech</li> </ul>	<ul style="list-style-type: none"> <li>Understand how words are related by meaning as synonyms and antonyms</li> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices, formal tone</li> </ul>



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Cohesion						
	<ul style="list-style-type: none"> <li>Combining words to make sentences.</li> <li>Joining words and clauses using 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions (using when, if, that, because)</li> <li>Co-ordinating conjunctions (or, and, but)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using prepositions, (before, after, during, in)</li> <li>Expressing time, place and cause using adverbs (then, next, soon, therefore)</li> <li>Use a wider range of conjunctions expanding from Year 2 (when, if, because, although, before, after, while, so)</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using modal verbs</li> <li>Nouns or pronouns to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the passive to affect the presentation of information in a sentence</li> </ul>	
Sentence						
<ul style="list-style-type: none"> <li>Learn new vocabulary from texts</li> <li>Recognise four parts of a simple narrative - opening, build up, problem and ending</li> <li>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>Retell the story - some as exact repetition and some in own words including (Once upon a time, Then one night, The very next morning and Then)</li> <li>Sequence sentences to form short written narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating what children learnt in Reception</li> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of past and present tense throughout writing</li> <li>Using the progressive forms of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use paragraphs as a way to group related material</li> <li>Present perfect form of verbs.</li> <li>Headings and sub-headings to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases to convey complicated information concisely</li> <li>Use fronted adverbials</li> <li>Develop understanding using the present perfect forms of verbs (reinforcement from Y3)</li> <li>Paragraphs to organise ideas around a theme, with headings and sub headings</li> <li>use adverbials and conjunctions for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of sentence types for impact and cohesion</li> <li>Develop understanding in using devices to build cohesion within a paragraph.</li> <li>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Use the subjunctive forms in some very formal writing and speech</li> <li>Using a wider range of cohesive devices – adverbials</li> <li>Use headings, sub-headings, columns and captions to structure information</li> <li>Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing</li> <li>Linking ideas within and across paragraphs using a wider range of cohesive devices</li> </ul>



## Spelling, Grammar, and Punctuation Progression Map

Punctuation						
<ul style="list-style-type: none"> <li>Build on previous units &amp; focus on: Letter formation</li> <li>Separation of words with spaces</li> <li>Capital letters</li> <li>Personal pronoun - I, he, she</li> <li>Full Stops</li> <li>Capital Letters for names</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters</li> <li>Full Stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Capital Letters for names</li> <li>personal pronoun - I</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters</li> <li>Full stops</li> <li>Question marks to demarcate sentences</li> <li>Exclamation marks to demarcate sentences</li> <li>Apostrophes for contractions</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark singular possession in nouns</li> </ul>	<ul style="list-style-type: none"> <li>Commas to separate items in a list</li> <li>Apostrophes to mark singular possession in nouns</li> <li>Inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas to punctuate direct speech</li> <li>Other punctuation to indicate direct speech</li> <li>Apostrophes for possession (plural nouns)</li> <li>Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Indicate parenthesis using dashes and brackets</li> <li>Commas</li> <li>Inverted commas to indicate direct speech</li> <li>Use of a comma after the reporting clause</li> <li>Use of end punctuation within inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Semi-colons within detailed lists</li> <li>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</li> <li>Dashes and commas to indicate parenthesis</li> <li>Use hyphens to join words and avoid ambiguity</li> <li>Use colons to introduce a list</li> <li>Use range of punctuation taught at KS2 (Speech punctuation)</li> </ul>
Terminology						
<ul style="list-style-type: none"> <li>Letter, capital Letter, word, sentence, full stop, question mark</li> </ul>	<ul style="list-style-type: none"> <li>letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma, conjunction</li> </ul>	<ul style="list-style-type: none"> <li>preposition, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>determiner, pronoun, possessive pronoun, adverbial</li> </ul>	<ul style="list-style-type: none"> <li>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>