

Spelling, Grammar, Punctuation and Vocabulary



Packmoor
Ormiston Academy

Progression document linked to the National
Curriculum. Year 1 – 6.

Mrs Rebecca Stringer – September 2018

Year 1

The following should be taught at year 1.

<p>Punctuation</p>	<ul style="list-style-type: none"> • Separation of words with finger spaces. • The use of capital letters, full stops, question marks and exclamation marks in sentences. • Capital letter for proper nouns (names). • Capital letter for the personal pronoun I
<p>Grammar and Vocabulary</p>	<ul style="list-style-type: none"> • The use of regular plural noun suffixes. e.g. adding s or es. (dog – dogs and wish – wishes) • Adding suffixes to words where there is no change to the spelling of the root word: e.g. root word – help becomes helping, helper, helped. • Using and understanding how the prefix un changes the meaning of verbs and adjectives. e.g. kind – unkind, tie – untie. • How words can make simple sentences. • Join words and clauses with and. • Begin to use adverbs to extend sentences: slowly, quickly,
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular and plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark •
<p>Spelling rules/ patterns.</p>	<ul style="list-style-type: none"> • Add -s or -es as the plural marker for nouns and the third person singular marker for verbs • uses the prefix un- • uses -ing, -ed, -er and -est where no change is needed in the spelling of root words • Adding the 'v' sound to the end of words, e.g. 'live'. • Adding 'tch', e.g. 'fetch'. • Understanding and using compound words such as 'football.' • To spell most of the Yr 1 high frequency word list independently.

Year 2

The following should be taught at year 2, ensuring that year 1 content is secure.

<p>Punctuation</p>	<ul style="list-style-type: none"> • The use of capital letters, full stops, question marks and exclamation marks in sentences. • The use of commas to separate items in a list. • The use of commas for subordination. • The use of apostrophes for omission. <p>e.g. did not – didn't</p> <ul style="list-style-type: none"> • The use of apostrophe to show singular possession in nouns. <p>e.g. the girl's name (as in there is 1 girl and the name belongs to her.)</p> <ul style="list-style-type: none"> • An awareness of the use of speech marks
<p>Grammar and Vocabulary</p>	<ul style="list-style-type: none"> • Using suffixes in nouns <p>e.g. ness, er</p> <ul style="list-style-type: none"> • Using suffixes in adjectives <p>e.g. er, est</p> <ul style="list-style-type: none"> • Using the suffix ly to change adjectives into adverbs. • To use subordination in sentences <p>e.g. if, when, that, because.</p> <ul style="list-style-type: none"> • To use coordination in sentences <p>e.g. or, and, but</p> <ul style="list-style-type: none"> • Know how to expand noun phrases for description or specification. (Includes 2A sentences.) <p>e.g. noun phrase - <i>The butterfly.</i> changes to <i>The beautiful, colourful butterfly.</i></p> <p>Noun phrase – <i>The man.</i> Changes to <i>The man in the moon.</i></p> <ul style="list-style-type: none"> • Know how the grammatical pattern in a sentence indicates its function – statement, question, exclamation or command. • To choose and consistently use the correct tense – past and present. • To know what a noun, adjective and verb is.
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> • Noun and noun phrase • Statement, question, exclamation, command • Compound sentence • Adjective • Verb

	<ul style="list-style-type: none"> ● Adverb ● Suffix ● Past tense and present tense ● Apostrophe ● Comma
Spelling	<ul style="list-style-type: none"> ● Patterns: <ul style="list-style-type: none"> ➤ dge/ge, for g (bridge, bulge) ➤ C before E ➤ I before Y ➤ Wr (write) ➤ Le (table) ➤ El (camel) ➤ Al (metal) ➤ Il (fossil) ● Patterns (Endings): <ul style="list-style-type: none"> ➤ Y at the end (fly, July) ➤ Es to nouns/ verbs (flies) ➤ Adding -ed, -ing, -er, -ing, -ed, est, -tion ➤ Last letter doubles (saddest) ● Spell most of the 100 high frequency words for Year 2.

Year 3

The following should be taught at year 3, ensuring that year 1 and 2 content is secure.

<p>Punctuation</p>	<ul style="list-style-type: none"> As above for year 1 and 2. To use inverted commas to punctuate direct speech. e.g. 'I am upset.' she said. Use apostrophe to show possession of a plural e.g. Children – children's.
<p>Grammar and Vocabulary</p>	<ul style="list-style-type: none"> Using prefixes in nouns e.g. super, anti, auto To use a or an correctly depending on whether the next words begins with a consonant or vowel. To express time, place and cause using: Conjunctions – when, before, after, while, so, because Adverbs – then, next, soon, therefore Prepositions – before, after, during, in, because of To know word families based on common words, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble. To know what a main and subordinate clause is (can be taught through w drop in). To use commas accurately in writing to mark grammatical boundaries in sentences. (BOYS and w drop in sentences.) To collect and classify adjectives e.g. moods, colours, sizes To collect and classify verbs e.g. run, chase, sprint, dash e.g. eat, gobble, chew, consume
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> Adverb Preposition conjunction Prefix Word family Main clause and subordinate clause Direct speech and speech marks Consonant Vowel Consonant letter vowel, Vowel letter,
<p>Spelling</p>	<ul style="list-style-type: none"> Use prefixes: ➤ Dis-, mis-, in- and im- Understand the 'n' sound used for 'ou' e.g. <i>young, touch</i> Spell 22 sets of homophones and recognise and spell near homophones, such as 'accept/expect'

- Recognise the /k/ sound is spelt as K rather than as the letter C before e, I and y,

e.g

Kent

Sketch

Kit

Skin

- Generate new words from root words:

Anti-

Inter-

Super-

Auto-

- Spell 50 words from the Year 3 list.
- To use a dictionary to check spellings.

Year 4

The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.

Punctuation

- The use of **apostrophe** to show **plural possession** e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.)
- The use of **inverted commas** and **all other punctuation** to indicate **direct speech**.
- The use of **commas** after **fronted adverbials** e.g. Carefully, she opened the box. (**ly opener**) e.g. After lunch, they had a maths test.
- Dialogue is correctly demarcate. e.g. **a comma** after the **reporting clause**; end punctuation with **inverted commas**; use **adverbs for emphasis** e.g. The prison officer shouted sternly, "Sit down!"

Grammar and Vocabulary

- To know **noun classifications** e.g. proper noun, common noun, abstract noun, collective noun, pronoun.
- To know the **grammatical difference** between the **plural and possessive S**
- To understand and use **Standard English forms** instead of local forms e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'
- Appropriate **choice of pronoun** or **noun** within writing.
- To know what an **article** is and identify them when reading.
- To be aware of the use of **connectives within writing** and for different forms.
- **Fronted prepositional phrases** used to begin sentences. e.g. behind the car, in the middle of the field, under the hedge.
- Use of **modal verbs** e.g. 'You must leave now!' e.g. might, should, will, must

Grammatical terms that children should know

- Determiner
- Proper noun, common noun, abstract noun, collective noun, pronoun, possessive pronoun,
- Article

	<ul style="list-style-type: none"> ● Connective ● Adverbial ● Standard English, ● Drop clause, ● Complex sentence, ● Paragraph,
Spelling	<ul style="list-style-type: none"> ● Suffixes: -ation (information) <ul style="list-style-type: none"> ● Er words spelt ure (treasure) ● Endings sound like sion (invasion) ● Suffixes: -ous (dangerous) ● Prefixes: Re- Super- Inter- ● Prefixes:- Anti- Auto- Sub- ● Spell 50 words from the Year 4 list.

Year 5

The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.

<p>Punctuation</p>	<ul style="list-style-type: none"> • The use of brackets for extra information. [Outside. Inside.] sentence • Using commas and dashes to clarify meaning and avoid ambiguity. e.g. A man-eating shark as opposed to A man eating shark. • Accurate use of ellipses • Use of semi colon,
<p>Grammar and Vocabulary</p>	<ul style="list-style-type: none"> • To use adverbs to indicate a degree of possibility e.g. perhaps, surely. • Adverbs and modal verbs are used to indicate degrees of possibility. e.g. might, will, must, • To use relative clauses – who, which, where, when, whose, that e.g. That’s the boy <u>who lives near to school.</u> e.g. The prize <u>that I won</u> was a book. • To investigate word order in sentences: e.g. which are essential to meaning? e.g. which can be deleted without damaging the meaning? e.g. which words can be moved into a different order?
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> • Modal verb • Relative clause • Bracket • Dash • Ambiguity • Relative pronoun • Parenthesis
<p>Spelling</p>	<ul style="list-style-type: none"> • Able to spell words with silent letters. • The following ending for words are understood and used: cious/tious ‘vicious’ cial/tial endings eg. ‘official’ ant/ance/ancy/ - observant ent/ence/ency ‘innocent’ • The following ending for words are understood and used: -ible ‘sensible’ -able ‘dependable’

-ably 'comfortably'

-ibly 'possibly'

- Understands and uses the 'i before e except after c' rule:
'deceive'
'believe'

- Spell all 50 words from the year 5 list.

Year 6

The following should be taught at year 6, ensuring that all other year groups content is secured.

<p>Punctuation</p>	<ul style="list-style-type: none"> Using hyphens to clarify meaning and avoid ambiguity. e.g. recover versus re-cover. To use semi colons and colons to mark the boundary between independent clauses. (Can be taught through some; others and de:de) Bullet points to list information To use ellipsis effectively in writing
<p>Grammar and Vocabulary</p>	<ul style="list-style-type: none"> The difference between informal and formal language. e.g. find out – discover, ask for – request, go in – enter The difference between informal and formal language in writing. e.g. Informal question tags – He’s your friend, isn’t he? e.g. Formal subjunctive forms – If I were..., Were they to come... To investigate how words are related by meaning as synonyms and antonyms. The use of the active and passive voice to affect the presentation of information in a sentence. To use a wider range of cohesive devices e.g. adverbials such as on the other hand, in contrast To have a thorough understanding of sentence structures. Passive verbs used to affect the presentation of information in a sentence.
<p>Grammatical terms that children should know</p>	<ul style="list-style-type: none"> Subject and object Active and passive voice Synonym and antonym Ellipsis Hyphen Colon Semi colon Cohesion
<p>Spelling</p>	<ul style="list-style-type: none"> ough words: <i>Dough, tough, etc.</i> Endings that sound like ‘le’ – eg. <i>special, official</i> Secure with most homophones.

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| | <ul style="list-style-type: none">• Secure with most complex words.• Secure with subject words.• Spell most of the path 6 list. |
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