SPAG Progression

Year Group	Autumn	Spring	Summer
Year 1	Capital Letters Finger Spaces Full Stops Sentence Types Proper Nouns	Capital Letters Common Nouns Question Marks Pronouns Exclamation Marks	Simple conjunctions Verbs Question Marks
Year 2	Verbs (past tense) Noun Phrase Full Stops Sentence Types Verbs Expanded Noun Phrases	Verbs Expanded Noun Phrases Question Marks Commas for a list Sentence types	Coordinating conjunctions Subordinating conjunctions Adverbs Apostrophes (contracted form) Apostrophes (singular possession)
Year 3	Expanded noun phrases Conjunctions Adverbs Direct speech Conjunctions (to express time and cause) Prepositions Fronted adverbials Persuasive openers Past tense Determiners – a and an	Figurative language Punctuating speech Prepositions Present perfect tense Fronted adverbials Technical vocabulary Apostrophes Progressive tense Organisational features	Subordinating conjunctions Subordinate clauses Reported speech Apostrophes for possession Figurative language Expanded noun phrases Conjunctions Commas for a lists Adverbs for time, cause and places Subordinate clauses
Year 4	Adjectives Figurative language Inverted commas Prepositions	Determiners Prepositional phrases Conjunctions and subordinate clauses Possessive apostrophe	Varied sentence types Persuasive language Apostrophes for contraction Verb inflections

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	Fronted adverbials Conjunctions Nouns and pronouns Imperative verbs Commas for a list	Expanded noun phrases Possessive pronouns Formal language Present perfect verb form Apostrophes for possession Expanded noun phrases Direct speech	Direct speech Past tense Figurative language Cohesion Conjunctions to express time and cause Technical vocabulary
Year 5	Expanded noun phrases Conjunctions – subordinating & co-ordinating Organisational features Formal language Fronted adverbials Parenthesis – introduction Dialogue to advance action/ convey character Commas to clarify meaning Relative clauses Comparative and contrasting adverbs Dashes, brackets and commas for parenthesis Past perfect tense	Adverbials for cohesion (inc fronted adverbials) Figurative language Colons to introduce a list Modal verbs Relative clauses Prepositions to express time and cause Conjunctions for cohesion Organisational features Fronted adverbials Apostrophes for possession Progressive tense	Modal verbs Causal conjunctions Dialogue to advance action / convey character Semi colons to link similar sentences Modal verbs Commas to clarify meaning Fronted adverbials Direct and reported speech Cohesive devices
Year 6	Fronted adverbials Figurative language Modal verbs Formal tone Conjunctions - co-ordinating & subordinating Commas – clarify meaning Poetic devices Emotive language Conjunctions – cause and effects	Figurative language Ellipsis Commas to avoid ambiguity Reported speech and direct speech Technical vocabulary Use of semi colons, colons and dashes to mark boundaries between independent clauses Show emotions through action	Revision Colons Present perfect tense Expanded noun phrases Adverbs and prepositions Layout features Hyphens Relative clauses

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	Semi colons Progressive tense Colons for list / bullet points Cohesive devices Reported speech	Speech – inverted commas Apostrophes Active and passive Subjunctive form Adverbials	Parenthesis – brackets, dashes and commas

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National Curriculum Progression				
Grammar			Punctuation	
Word	Sentence	Text		Terminology
• Regular plural noun suffixes –s or –es (e.g. god, dogs, dish, dishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix –un changes the meaning of verbs and adjectives (negation, for example, *unkind*, or undoing: *untie the boat*) • Formation of nouns using suffixes such as –ness, -er • Formation of adjectives using suffixes such as –ful, -less • Use of the suffixes –er and –est to form comparisons of adjectives and adverbs • Formation of nouns using a range of prefixes, such as super-, anti-, auto • Use of the determiners a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an orange) • Word families based on common words • The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) • Converting nouns to adjectives into verbs using suffixes (e.g. –ate; -ise; -ify) • Verb prefixes (e.g. dis-, de-, mis-, over- and –re)	• How words can combine to make sentences • Joining **words** and joining **clauses** using *and* • **Sub-ordination** (using when, if, that or because) and **co-ordination** (using or, and, but) • **Expanded noun phrases** for description and specification (e.g. the blue butterfly) • Sentences with different forms: ***statement, question, exclamation, command*** • Expressing time, cause or place using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so), or **prepositions** (e.g. before, after, during, in, because of) • Wider range of conjunctions • Appropriate choice of pronoun or noun for clarity and cohesion • Use fronted adverbials (including the correct use of commas) • Relative clauses beginning with who, which, where, why, or whose • Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely) • Subject-verb agreement • Use of the **passive voice** to affect the presentation of information in a sentence (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken {by me}*) • **Expanded noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence* is over there or *the fact that it was raining* meant the end of sports day)	• Sequencing sentences to form short narratives • The correct choice and consistent use of **present** tense and **past** tense • Use of the **progressive** form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect from of verbs instead of simple past (E.g. *He has gone out to play* versus *He went out to play*) • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences • Devices to build cohesion across a paragraph (e.g. then, after that, this, firstly) • Linking ideas across paragraphs using **adverbials of time** (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) • Linking ideas across paragraphs using a wider range of cohesive devices: **semantic cohesion** (e.g. repetition of a word or phrase), **grammatical connections** (e.g. the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*), and **elision**.	• Separation of words with spaces • Begin to use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and the personal pronoun I • Capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms and singular possession • Begin to use inverted commas to punctate direct speech • Secure use of direct speech punctuation and layout • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' books) • Use of commas after fronted adverbials (e.g. <u>Later that day</u>, I heard the bad news.) • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Semi-colons • Colons to introduce a list and semi-colons within complicated lists. • Colons, semi-colons and dashes to mark boundaries between independent clauses (Its raining; I'm fed up). • Punctuate bullet points consistently.	Word, sentence, letter ,capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
				Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
				Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
				Pronoun, possessive pronoun, adverbial
				Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, semi-colon
				Active and passive voce, subject and object, hyphen, synonym, colon, bullet points

Key	
Y1	■
Y2	■
Y3	■

SPAG Progression

• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)	• The differences between structures typical of **informal** speech and structures appropriate for **formal** speech and writing such as the use of **question tags**, e.g. He's your friend, isn't he? or the use of the **subjunctive form** in some very formal writing and speech (*If I were* or *Were they to come*)	• Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	• Hyphens to avoid ambiguity (e.g. a man-eating shark versus man eating shark, or recover versus re-cover)	Y4	■
				Y5	■
				Y6	■