

Barwic Parade Community Primary School

Spelling, Punctuation and Grammar Progression Grid

Spelling is a key focus at Barwic and each year group follows its own programme of study. In year 1, spelling is linked closely with phonics teaching and reading. Our year 1 spelling programme begins with recapping phase 3 sounds previously learnt, progressing up to phase 6. Statutory words are split across both year groups in a key stage as we work in mixed-age classes. Year 1 children will be exposed to key stage 1 statutory words throughout the year in line with the phonics progression and will then learn and revisit them in year 2. As children move through school, it is expected that they have a secure knowledge of the previous phase objectives and skills before being able to confidently access the next. Punctuation and grammar lessons are taught weekly. In key stage 2, this is done as mixed 3/4 and 5/6 classes but all objectives are covered.

1. **Spelling progression per half term (Autumn 1 – Summer 2)**
2. **Grammar and Punctuation progression across year groups alongside the relevant vocabulary. See separate MTP for grammar and punctuation order of teaching within individual key stages.**

Spelling in EYFS

In EYFS, spelling is taught through phonics and is matched to the phonic set for that week, for example in phase 2 set 1, high frequency words such as 'at, a, sat, pat, tap, sap, as' correspond with the phonemes s, a, t, p. Children will be introduced to new high frequency words as they learn to read higher phonics sets. Sight words (otherwise known as 'tricky' words) are also gradually taught alongside this and are reviewed and recapped throughout the year. See phonics progression document for more detail on content order.

Early Learning Goal referencing spelling:

Children will spell words by identifying sounds in them and representing the sounds with a letter or letters.

	Key Stage One		Lower Key stage Two		Upper Key stage Two	
Autumn 1	Year 1 <ul style="list-style-type: none"> • The long vowel sound /oo/ as in Zoo. • The short vowel sound 'oo' as in foot. • The long vowel sound /i/ spelled 'igh'. • The /ai/ and /oi/ digraphs. • The /ar/ digraph. 	Year 2 <ul style="list-style-type: none"> • The /j/ sound spelled -dge at the end of words (after the short vowel sounds) • The /j/ sound spelled -ge at the end of words. • The /j/ sound spelled with a g. 	Year 3 <ul style="list-style-type: none"> • The /ow/ sound spelled 'ou.' • The /u/ sound spelled 'ou.' • The /i/ sound spelled with a 'y.' • Words with endings that sound like /ze/ 	Year 4 <ul style="list-style-type: none"> • Homophones/near homophones. • The prefix 'in-' meaning 'not.' • Before a root word starting with l, the 'in-' prefix becomes 'il-'. • Before a root word 	Year 5 <ul style="list-style-type: none"> • Words ending in 'ious.' • Words ending in 'cious.' • Words ending '-cial' after a vowel. • Words ending 'tial' after a consonant. 	Year 6 <ul style="list-style-type: none"> • Statutory words x 10 (list 1) • Statutory words x 10 (list 2) • Statutory words x 10 (list 3) • Statutory words x 10 (list 4)

	<ul style="list-style-type: none"> • Statutory words from the phonics progression. 	<ul style="list-style-type: none"> • The /s/ sound spelled c before e, i and y. • The /n/ sound spelled kn and gn at the beginning of words. • Statutory word list x 10 words 	<p>are always spelled with '-sure.'</p> <ul style="list-style-type: none"> • Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch. • Statutory word list x 10 	<p>starting with r the prefix 'in-' becomes 'ir-</p> <ul style="list-style-type: none"> • The prefix 'sub-' meaning under or below. • The prefix 'inter-' means between, amongst or during. • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Words ending '-cial' and '-tial.' Mixed. • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Statutory words x 10 (list 5) • Statutory words x 10 (list 6) <p><i>*Some revision of words covered in year 5 alongside newly learnt words.</i></p>
<p>Autumn 2</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Words ending with the /f/, /l/, /s/, /z/ or /k/ sound. • The /nk/ sound found at the end of words. • The trigraphs 'air' and 'ear'. • Words of more than one syllable. • Long vowel sound /e/ spelt ee. • Statutory words from the phonics progression. 	<p>Year 2</p> <ul style="list-style-type: none"> • The /r/ sound spelled 'wr' at the beginning of words. • The /l/ or /ul/ sound spelled '-le' at the end of words. • The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. • The /l/ or /ul/ sound spelled '-al' at the end of words. • Words ending in '-il.' • Statutory word list x 10 words 	<p>Year 3</p> <ul style="list-style-type: none"> • Words with the prefix 're-' • Adding the prefix 'dis' which has a negative meaning. • Adding the prefix 'mis-' which has a negative meaning. • Adding suffixes beginning with vowels to words of more than one syllable. • Adding suffixes beginning with vowels to words of more than one syllable. • Statutory word list x 10 words 	<p>Year 4</p> <ul style="list-style-type: none"> • Adding the suffix '-ation' to verbs to form nouns. • Adding the suffix '-ation' to verbs to form nouns (cont.) • Adding -ly to adverbs, including 'y' to 'ily' and 'le' to 'ly' • Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' • Words with the 'sh' sound spelled ch. • Statutory word list x 10 words <p>(French in origin)</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Words ending in 'ant.' • Words ending in 'ance.' • Using -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. • Words ending in '-able' and '-ible.' • Words ending in '-ably' and '-ibly.' 'y' endings comply with previously learned rules and are replaced with 'i'. • Statutory word list x 10 words 	<p>Year 6</p> <ul style="list-style-type: none"> • Statutory words x 10 (list 7) • Statutory words x 10 (list 8) • Statutory words x 10 (list 9) • Statutory words x 10 (list 10) <p><i>*Some revision of words covered in year 5 alongside newly learnt words.</i></p> <ul style="list-style-type: none"> • Words with the short vowel sound /i/ spelled y • Words with the long vowel sound /i/ spelled with a y.

Spring 1	<p>Year 1</p> <ul style="list-style-type: none"> • Words with 'ph' or 'wh' spellings. • The 'ou' digraph. • The 'ay' and 'ou' digraphs. • The long vowel sound /a/ spelled with the split digraph a-e. • The long vowel sound /a/ spelled with eigh, ey and ei • <i>Statutory words from the phonics progression.</i> 	<p>Year 2</p> <ul style="list-style-type: none"> • The long vowel 'i' spelled with a y at the end of words. • Adding '-es' to nouns and verbs ending in 'y.' • Adding '-ed' to words ending in y. The y is changed to an i. • Adding '-er' to words ending in y. The y is changed to an i. • Adding 'ing' to words ending in 'e' with a consonant before it. • Statutory word list x 10 words 	<p>Year 3</p> <ul style="list-style-type: none"> • The long vowel /a/ sound spelled 'ai' • The long /a/ vowel sound spelled 'ei.' • The long /a/ vowel sound spelled 'ey.' • Adding the suffix -ly (adjective - adverb) • Homophones • Statutory word list x 10 words 	<p>Year 4</p> <ul style="list-style-type: none"> • Adding the suffix 'ion'/'sion' • Adding the suffix 'ous.' • The suffix '-ous' cont. • The 'ee' sound spelled with an 'i.' • The suffix '-ous' cont. • Statutory word list x 10 words 	<p>Year 5</p> <ul style="list-style-type: none"> • Words ending in 'able.' • Adverbs of time to develop chronology in writing. • Adding suffixes beginning with vowels to words ending -fer. • Words with 'silent' letters at the start. • Words with 'silent' letters within. • Statutory word list x 10 words 	<p>Year 6</p> <ul style="list-style-type: none"> • Adding the prefix '-over' to verbs. • Convert nouns or verbs into adjectives using suffix '-ful.' • Words which can be nouns and verbs. • Words with an /o/ sound spelled 'ou' or 'ow.' • Words with a 'soft c' spelled /ce/ • Prefix dis, un, over, im. (Each have a particular meaning: dis = reverse; un = not; over = above/more; im = opposite)
	Spring 2	<p>Year 1</p> <ul style="list-style-type: none"> • The long vowel sound /e/ spelt ea. Another common spelling of the sound which is often found in the middle and end of words. • The long vowel sound /e/ spelled with the split digraph e-e. 	<p>Year 2</p> <ul style="list-style-type: none"> • Adding 'er' to words ending in 'e' with a consonant before it. • Adding '-ing' to one syllable words. (The last letter is doubled to keep the short vowel sound) • Adding '-ed' to one syllable words. (the 	<p>Year 3</p> <ul style="list-style-type: none"> • The /l/ sound spelled '-al' at the end of words. • The /l/ sound spelled '-le' at the end of words. • Adding the suffix '-ly' when the root word ends in '-le' 	<p>Year 4</p> <ul style="list-style-type: none"> • The 'au' digraph • The suffix -ion / -tion • The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' • The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 	<p>Year 5</p> <ul style="list-style-type: none"> • Words spelled with 'ie' after c. • Words with the 'ee' sound spelled ei after c. • Words containing the letter string 'ough' where the sound is /aw/.

<p>Spring 2 continued</p>	<ul style="list-style-type: none"> • The vowel digraph er. In these words the sound is stressed. • The vowel digraph 'er'. • The /v/ sound at the end of words. • <i>Statutory words from the phonics progression.</i> 	<p><i>last letter is doubled to keep the short vowel sound.)</i></p> <ul style="list-style-type: none"> • The 'or' sound spelled 'a' before ll and ll • The short vowel sound 'o.' • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' • Adding the suffix -ly. <i>(Words which do not follow the rules)</i> • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Adding '-ly' to create adverbs of manner. • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. • Adverbs of possibility. • Statutory word list x 10 words 	<ul style="list-style-type: none"> • Words with endings /shuhl/ after a consonant letter. • Words with the common letter string 'acc' at the beginning of words.
<p>Summer 1</p>	<ul style="list-style-type: none"> • The digraph 'ie' making the /ee/ sound. • The digraph 'ie' making the /igh/ sound as in pie. • The long vowel sound /i/ spelled with a split digraph i-e. • The long vowel sound /o/ spelled with the split digraph o-e. • The long vowel /oo/ and /yoo/ sounds spelt as u-e. • The 'oo' and 'yoo' sounds can be spelt as u-e, ue and ew. • The digraphs 'ir' and 'ur'. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • The /ee/ sound spelled '-ey' • Words with the spelling 'a' after w and qu. • The /er/ sound spelled with o or ar. • The /z/ sound spelled s. • The suffixes '-ment' and '-ness' • The suffixes '-ful' and '-less' 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Words ending in '-er' when the root word ends in (t)ch. • Words with the /k/ sound spelled 'ch.' <i>(Greek language origin)</i> • Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' <i>(French in origin)</i> • Words with the /s/ sound spelled 'sc' <i>(Latin in origin)</i> • Homophones • Statutory word list x 10 words 	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Homophones • The /s/ sound spelled c before 'i' and 'e'. • Word families: 'Sol' and 'real' • Word families: 'phon' and 'sign' • Adding prefixes - 'super', 'anti' and 'auto.' • Adding the prefix bi- meaning two. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Homophones or near homophones • Homophones or near homophones <i>(cont.)</i> • Homophones or near homophones <i>(cont.)</i> • Homophones or near homophones <i>(cont.)</i> • Homophones or near homophones <i>(cont.)</i> • Statutory word list x 10 words 	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • Words ending in '-ably.' • Words ending in '-ible' • Adding the suffix '-ibly' to create an adverb. • Changing '-ent' to '-ence.' • Using -er, -or, -ar at the end of words. • Adverbs synonymous with determination.

<p style="text-align: center;">Summer 2</p>	<ul style="list-style-type: none"> • The /or/ sound spelt with the digraph aw or au. • The short vowel sound /e/ spelt ea. • Words ending ‘-tch’. The /ch/ sound is usually spelt as ‘tch’. • The /air/ sound spelled with ‘ear’ or ‘are’ • Adding the endings –ing and –ed to verbs • Adding –er and –est to adjectives and the prefix un-. • 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Homophones or near homophones • Homophones or near homophones (cont.) • Words ending in ‘tion.’ • Contractions • Possessive apostrophe (singular) • Statutory word list x 10 words 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Adding the suffix ‘-sion’ pronounced /ʒən/ • Revision: Y3 words • Revision: Y3 words • Revision: Y3 words • Revision: Y3 words • Revision : Y3 words <p><i>*Key Year 3 spelling rules revisited.</i></p>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Statutory word list x 10 words • Plural possessive apostrophes. • Revision: Y4 words • Revision: Y4 words • Revision: Y4 words • Revision: Y4 words <p><i>*Key Year 4 spelling rules revisited.</i></p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Hyphens used to join a prefix to a root word • Statutory word list x 10 words • Revision: Y5 words • Revision: Y5 words • Revision: Y5 words • Revision: Y5 words <p><i>*Key Year 5 spelling rules revisited.</i></p>	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • Adjectives to describe settings • Vocabulary to describe feelings. • Adjectives to describe character • Grammar Vocabulary • Grammar Vocabulary • Mathematical vocab
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Grammar

Year 1

- To join words and clauses using 'and'.
- To learn the grammar for year 1: **verbs, adjectives, prefixes, suffixes, words, sentences, clauses, pronouns.**
- To use grammatical terminology when discussing their writing.

**See G&P LTP for teaching overview.*

Year 2

- Learn how to use sentences with different forms: statement, question, exclamations and commands.
- Use expanded noun phrases to describe and specify.
- Use the present and past tenses correctly and consistently, including the progressive form.
- Use different conjunctions for subordination (**using when, if, that, or because**) and co-ordination (**using or, and, or but**).
- Write with some features of written Standard English
- Use and understand grammatical terminology when discussing their writing.

**See G&P LTP for teaching overview.*

Year 3

- To extend sentences with more than one clause by using a growing range of conjunctions, including when, if, because and although.
- Begin to use the present perfect form of verbs in contrast to the past tense.
- Choose nouns or pronouns appropriately for clarity and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Learning the grammar for year 3 in English Appendix 2 (*see vocab*)
- To use and understand grammatical terminology accurately and appropriately when discussing writing and reading.

**See G&P LTP for teaching overview.*

Year 4

- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.
- Use the present perfect form of verbs in contrast to the past tense.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use a wider range of conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials punctuated correctly.
- Learning the grammar for year 4 in English Appendix 2 (*see vocab*)
- To use and understand grammatical terminology accurately and appropriately when discussing writing and reading.

**See G&P LTP for teaching overview.*

Year 5

- Recognise some vocabulary and structures appropriate for formal speech and writing, including subjunctive forms.
- Begin to use passive verbs to affect the presentation of information in a sentence.
- Begin to use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Begin to use relative clauses starting with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Learn the grammar for year 5 in English Appendix 2 (*see vocab*)
- Use and understand grammatical terminology accurately and appropriately in discussing writing and reading.

Year 6

- Recognise most vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Use passive verbs to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause
- Confidently use expanded noun phrases to convey complicated information concisely
- Use a wide range of modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Learn the grammar for year 6 in English Appendix 2 (*see vocab*)
- Use and understand grammatical terminology accurately and appropriately in discussing writing and reading.

					<i>*See G&P LTP for teaching overview.</i>	<i>*See G&P LTP for teaching overview.</i>
Punctuation	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><i>*See G&P LTP for teaching overview.</i></p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> • Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p><i>*See G&P LTP for teaching overview.</i></p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Begin to use commas after fronted adverbials. • To use and start to punctuate direct speech. • Start to indicate possession by using the possessive apostrophe with plural nouns. <p><i>*See G&P LTP for teaching overview.</i></p>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • Use commas after fronted adverbials. • To use and punctuate direct speech. • Indicate possession by using the possessive apostrophe with plural nouns. <p><i>*See G&P LTP for teaching overview</i></p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing. • Begin to use hyphens to avoid ambiguity. • Begin to use brackets, dashes or commas to indicate parenthesis. • Begin to use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points correctly. <p><i>*See G&P LTP for teaching overview.</i></p>	<p><u>Year 6</u></p> <ul style="list-style-type: none"> • Consistently use commas to clarify meaning or avoid ambiguity in writing. • Use hyphens to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. <p><i>*See G&P LTP for teaching overview.</i></p>

G&P Vocabulary	<p><u>Year 1</u> Verbs, adjectives, prefixes, suffixes, words, sentences, clauses, pronouns. letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.</p>	<p><u>Year 2</u> Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present, progressive) apostrophe, comma, subordinate, co-ordinating.</p>	<p><u>Year 3/4</u> Preposition, conjunction (co-ordinating and subordinating), word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), plural, possessive apostrophe, fronted adverbial, present perfect tense, determiner, pronoun, possessive pronoun, adverbial phrase, verb inflections.</p>	<p><u>Year 5/6</u> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive form, past present, past perfect, past progressive, present progressive.</p>
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**See grammar and punctuation long term plan for a breakdown of teaching. All year groups follow a specific plan.*