

**Coleshill C E Primary School**  
**Spelling, Punctuation and Grammar Progression Document.**



New knowledge for children highlighted in blue

SPaG strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation:</b>	<ul style="list-style-type: none"> <li>-Finger spaces</li> <li>-Full stops</li> <li>-Capital letters to start sentences and own names</li> </ul>	<ul style="list-style-type: none"> <li>-Separation of words with spaces.</li> <li>-Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing.</li> <li>- Use capital letters to begin a sentence.</li> <li>-Introduction to use of question marks and exclamation marks (single interjections, e.g. Boo!) to demarcate sentences</li> <li>-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>-Use of capital letters, full stops, question marks and exclamation (exclamation sentences) to demarcate sentences</li> <li>- Use question marks and exclamation marks accurately.</li> <li>- Demarcate sentences using capital letters and full stops accurately.</li> <li>- Use commas to separate items in a list</li> <li>- Use apostrophes for contraction and for possession.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently use capital letters, full stops, question marks and exclamation (exclamation sentences) to demarcate sentences</li> <li>- Use inverted commas accurately to indicate speech and begin to punctuate inside inverted commas accurately.</li> <li>- Use commas following fronted adverbials</li> <li>- Use apostrophes for contraction and possession.</li> <li>- Introduce ellipses to keep reader hanging on.</li> </ul>	<ul style="list-style-type: none"> <li>-The expectation is that children will consistently: use capital letters, full stops, question marks and exclamation (exclamation sentences) to demarcate sentences across the curriculum. Literacy lead needs to be made aware of the children who are not able to do this.</li> <li>- Use commas to separate a subordinate clause from a main clause regardless of order.</li> <li>- Use commas following fronted adverbials. Children also now need to recognise this is a phrase (ie no subject doing a verb)</li> <li>- Use inverted commas accurately to indicate speech including punctuation inside inverted commas, including where reporting clause is first.</li> <li>- Use apostrophes to mark singular and plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>-The expectation is that children will consistently: use capital letters, full stops, question marks and exclamation (exclamation sentences) to demarcate sentences. sentences across the curriculum. Literacy lead needs to be made aware of the children who are not able to do this.</li> <li>- Use commas accurately to separate phrases and clauses.</li> <li>- Use hyphens correctly to avoid ambiguity</li> <li>- Use brackets and commas for parenthesis.</li> <li>- Use ellipsis for effect.</li> <li>- Use a colon to begin a list.</li> </ul>	<ul style="list-style-type: none"> <li>-The expectation is that children will consistently: use capital letters, full stops, question marks and exclamation (exclamation sentences) to demarcate sentences across the curriculum. Literacy lead needs to be made aware of the children who are not able to do this.</li> <li>- Use semi-colons to separate main clauses.</li> <li>- Use semi-colons to separate items in a list.</li> <li>- Use colons to separate boundaries between main clauses.</li> <li>- Use dashes to indicate parenthesis.</li> </ul>
<b>Adjectives:</b>	N/A	<ul style="list-style-type: none"> <li>-Know and use the term adjective for describing words.</li> </ul>	<ul style="list-style-type: none"> <li>-Use adjectives to describe a noun.</li> <li>-Identify and write commas to list adjectives.</li> <li>-Use adjectives and expanded noun phrases to add detail to sentences</li> <li>-Investigate the effect of add 'ly' to an adjective.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and write comparative adjectives.</li> <li>-Identify and write superlative adjectives.</li> <li>-Identify and write adverbs that modify adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and use superlatives and comparatives</li> </ul>		
<b>Nouns / Pro-Nouns</b>	<ul style="list-style-type: none"> <li>-To write a caption including a noun (Children do not need to know what a noun is)</li> </ul>	<ul style="list-style-type: none"> <li>-To know what a noun is</li> <li>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>-Capital letters for names and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>-Use expanded noun phrases for description and specification, [for example, the blue butterfly, plain flour, the man in the moon]</li> </ul>	<ul style="list-style-type: none"> <li>-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [for example, the teacher expanded to: the strict maths teacher with curly hair]</li> <li>-Know and use the term pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (including personal and possessive)</li> <li>-Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun', collective noun, common noun, proper noun.</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun.</li> <li>-Use expanded noun phrases to convey complicated information concisely</li> </ul>

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				<ul style="list-style-type: none"> <li>-Identify and use a range of <b>pronouns</b> in sentences (It was late when they left.)</li> <li>- Know what words have been replaced by <b>pronoun</b> (The time was late when they left.)</li> <li>-Choosing <b>nouns</b> or <b>pronouns</b> to avoid repetition (including personal and possessive)</li> <li>-Know and use the terms <b>collective noun, common noun, proper noun</b> (touch on abstract noun). - identify collective nouns in a sentence, including less well known ones (The troop of monkeys swung through the trees.)</li> <li>-Use the correct <b>determiner</b> 'an'/'a' according to the noun. [for example; an elephant, a bag, the man]</li> </ul>			<ul style="list-style-type: none"> <li>-Know and identify the different types of <b>pronouns</b>. <ul style="list-style-type: none"> <li>- <b>Personal</b> replaces a name (I, he, she, they, we)</li> <li>- <b>Possessive</b> indicates ownership (mine, her, his our)</li> <li>- <b>Relative</b> relates information back to the noun (Michael, who was young, loved football).</li> </ul> </li> </ul>
<b>Verbs:</b>	To write a caption including a <b>verb</b> (don't need to know what a verb is)	<ul style="list-style-type: none"> <li>-To check that their writing makes sense and that <b>verbs</b> to indicate <b>time</b> are used correctly and consistently, including <b>verbs in the continuous form</b></li> <li>-To know what the term <b>verb</b> means.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of the <b>progressive form</b> of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress (for example, she is drumming, he was shouting)</li> <li>-Know and use the term '<b>verb</b>', identifying it in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, 'He has gone out to play.' contrasted with 'He went out to play.']</li> <li>-To use <b>verbs</b> chosen for <b>variety, precision or clarity.</b></li> <li>-To use <b>perfect present tense verbs / auxiliary verbs</b> (was / were is / are is / am)</li> </ul>	<ul style="list-style-type: none"> <li>-Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>Indicating degrees of possibility <b>modal verbs</b> [for example; could, would, might, should, will, must] Children know they are used to change the meaning of other <b>verbs</b>.</li> <li>-Children know a <b>modal verb</b> has no suffixes – it does not change</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range <b>auxiliary transitive or intransitive</b></li> <li>-Use <b>subjunctive</b> verb forms [for example; If I were David Beckham...]</li> </ul>
<b>Adverbs</b>	-Children's oral storytelling includes adverbs (eg first, next, then)	-Introducing simple sentence starter (eg First, next, then) used in instructions and in narratives when sequencing a piece of writing. (Terminology of adverb is not explicitly used)	<ul style="list-style-type: none"> <li>-Introduce explicit teaching of <b>adverbs</b> (eg quickly, slowly, carefully) applied in their writing. (Linked to spelling)</li> <li>-Identify <b>adverbs</b> in a text.</li> <li>-Introducing <b>adverbials</b>, known as 'interesting sentence starters.</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge of a wide range of <b>adverbs</b> [for example, then, next, soon, therefore].</li> <li>-Children use <b>adverbs</b> in different places in a sentence, applied in their writing for impact.</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit teaching of <b>fronted adverbials</b> - Use and punctuate accurately <b>fronted adverbials</b> in their writing (skill). [for example, Later that day, I heard the bad news.]</li> </ul>	<ul style="list-style-type: none"> <li>-Indicating <b>degrees of possibility</b> using adverbs [for example, perhaps, surely]</li> <li>-Linking ideas across paragraphs using <b>adverbials of time</b> [for example, later], <b>place</b> [for</li> </ul>	<ul style="list-style-type: none"> <li>-Linking ideas across paragraphs using a wider range of cohesive devices using previously taught knowledge and skills linked to <b>adverbs</b>.</li> </ul>

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			<p>Teacher models vocabulary of adverb. – more of a range [for example, suddenly, after a while].</p>	<p>-Identify a <b>fronted adverbial</b> in a text (knowledge).</p> <p>-Use <b>adverbs and adverbial phrases as sentence openers</b> → Include <b>how</b> (manner), <b>where</b> (place), <b>when</b> (time) <b>adverbs and adverbial phrases</b> in a variety of positions within a sentence.</p>	<p>-Children are taught the difference between <b>adverbs and fronted adverbials</b>.</p>	<p>example, nearby] and <b>number</b> [for example, secondly] or <b>tense choices</b> [for example, he had seen her before]</p> <p>-Use <b>fronted adverbial</b> to convey precise information i.e. fronted adverbial matches the context of the sentence adverbs [for example, completely exhausted, Sophie collapsed onto a bed].</p>	
<b>Prepositions:</b>	<p>-Children show an understanding of and orally use prepositions in their speech. (Up, down, in, into, out, to, onto, over, inside, outside, under, over)</p>	<p>-In addition to previous yr grps: <b>Left, right, forwards, backwards, above, below.</b></p> <p>-Link to maths curriculum vocabulary</p>	<p>-In addition to previous yr grps: <b>Behind, above, along, before, between, after, in front of</b></p> <p>-Link to maths curriculum vocabulary</p> <p>-Common exception word – <b>behind.</b></p>	<p>-In addition to previous yr grps: <b>By the side of, during, through, throughout</b></p> <p>-Link to maths curriculum vocabulary</p> <p>-Children use <b>prepositions in their writing of time, place and cause</b> [for example, before, after, during, in, because of]</p> <p>-Introduce the term <b>prepositional phrase</b> noun and make links to fronted adverbials. (pronoun or noun phrase), [for example: They ran down the hill, where 'down' is the preposition].</p>	<p>-In addition to previous yr grps: <b>At, underneath, since, towards, beneath, beyond</b></p> <p>-Link to maths curriculum vocabulary</p> <p>-Begin to use <b>prepositional phrases</b> in their writing.</p> <p>-Choose a variety of appropriate words and <b>prepositional phrases</b>, including descriptive words and some technical vocabulary, to communicate meaning accurately.</p> <p>-Understand how adverb groups/phrases and <b>prepositional phrases</b> work in different ways to provide circumstantial details about an activity.</p>	<p>-In addition to previous yr grps: <b>Parallel to, adjacent, vertically, horizontally</b></p> <p>-Link to maths curriculum vocabulary</p>	<p>-Recap previous year groups.</p> <p>-Link to maths curriculum vocabulary</p> <p>-Identify and use <b>prepositions (in phrases) in writing.</b></p>
<b>Conjunctions:</b>	<p>-Children use conjunctions in their oral speech with modelling and support from their teacher.</p> <p>-Children begin to use 'and' to join a sentence.</p>	<p>-Join words and joining clauses using 'and',</p> <p>-Children begin to use 'because' in a sentence. (taught in phonics).</p>	<p>- <b>Use subordination</b> (using <b>when, if, that, because</b>) and <b>co-ordination</b> (using <b>or, so and, but</b>) to join and explain ideas.</p>	<p>-Children use <b>FANBOYS co-ordinating conjunctions</b> in their writing, using <b>for, and, nor, yet</b> in their writing.</p> <p>- Children use <b>ISAWAWABUB co-ordinating conjunctions</b> in their writing, using <b>if, since, as, when, although, while, after, before, until, because.</b></p> <p>-Expressing time, place and cause using <b>conjunctions</b> [for example, <b>when, before, after, while, so, because, then, although, after</b>],</p>	<p>-Using <b>subordinating conjunctions</b> for impact in their writing, choosing the position in the sentence.</p> <p>-Understand, recognise, and use a full a range of coordinating and <b>subordinating conjunctions</b> correctly: <b>if, so, while, since, although, after, meanwhile, until</b></p>	<p>Develop a variety of <b>complex sentences</b> using a wide variety of <b>conjunctions</b> including more <b>explanatory or formal conjunctions</b>: <b>whereas, in addition to, in case, since, unless</b></p> <p>Using <b>subordinating conjunctions</b> for impact in their writing, choosing the position in the sentence.</p>	<p>Re-visit previous year groups.</p>

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				<p>-Children know/ can identify a <b>subordinate clause</b> using their knowledge of <b>conjunctions</b>.</p> <p>-Extend the range of sentences with more than one clause by using a <b>wider range of conjunctions</b>, including <b>when, if, because, although</b></p>		<p>-Understand, recognise, and use a full a range of coordinating and <b>subordinating conjunctions</b> correctly: <b>if, so, while, since, although, after, meanwhile, until.</b></p>	
<b>Tense:</b>	<p>-Orally use past, present and future tenses.</p>	<p>-Children consistently write in <b>simple present and simple past tense.</b></p> <p>-In <b>phonics –ed</b> is taught. Children apply in their writing.</p>	<p>-Correct choice and <b>consistent</b> use of <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>-The <b>present and past tenses</b> correctly and consistently including the <b>progressive form</b> [for example, <b>she is drumming, he was shouting</b>]</p>	<p>- Use the <b>present perfect</b> form of <b>verbs</b> in contrast to the <b>past tense</b></p> <p>-Use of the <b>irregular verb</b> eg. <b>go/ went, eat/ ate.</b></p>	<p>-The <b>past perfect form</b> – add <b>have</b> into a sentence. eg  <b>I have walked/ He had walked / They had walked</b>  <b>I had thought /He had thought /They had thought</b></p> <p>-Consolidating use of tenses introduced in y3.</p> <p>-Use skills learnt independently in their writing.</p>	<p>-Use the <b>perfect form</b> of verbs to mark relationships of time and cause.</p> <p>- Make an intentional choice of range of <b>tenses</b> for the context of their writing.</p> <p>- Linking ideas across paragraphs by making tense choices [for example, <b>he had seen her before</b>]</p> <p>- Children are introduced to <b>Passive form</b> [past / present/ future]</p>	<p>-<b>Subjunctive verb form is used.</b></p> <p>-Children are able to use <b>passive form</b> [past / present/ future]</p> <p>-Continue to make an intentional choice of range of tenses for the context of their writing.</p>
<b>Prefix/suffixes:</b>	<p>See SoundStart Phonics (ing)</p>	<p>- add <b>prefixes and suffixes:</b>          → using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs          → using the prefix un–          → using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, <b>helping, helped, helper, eating, quicker, quickest</b>]</p>	<p>-Know and apply the rules for using <b>suffixes</b> such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’. to spell longer words</p> <p>- Know and apply the rules for adding the <b>suffixes</b> –ed, –ing –er, –est to adjectives</p> <p>-Know and apply the rule for using –ly in Standard English to turn <b>adjectives into adverbs</b></p>	<p>-Formation of nouns using a range of <b>prefixes</b> [for example <b>super–, anti–, auto–</b>]</p> <p>• I know the rules for adding the following <b>prefixes and suffixes</b> to <b>root words.</b> (Taken from NNS) –          ‘dis-’, ‘un-’, ‘mis-’, ‘re-’ ‘sub-’, ‘tele-’ ‘-less’ ‘-ly’, ‘super-’ and ‘auto-’</p>	<p>• I know the rules for adding the following <b>prefixes and suffixes</b> to words.          (Taken from NNS)          → ‘in-’, ‘il-’, ‘im-’ and ‘ir-’          → Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)          → ‘anti-’ and ‘inter-’          → ‘-ous’          → Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’</p>	<p>-Converting nouns or adjectives into verbs using <b>suffixes</b> [for example, <b>–ate; –ise; –ify</b>] Verb prefixes [for example, <b>dis–, de–, mis–, over– and re–</b>]</p> <p>-know and apply the rules for adding <b>further prefixes and suffixes</b> and understand the guidance for adding them</p> <p><b>Scheme of learning from Y5 NNS:</b>          → Adding suffixes beginning with vowels to words ending in ‘-fer’</p>	<p>-Know and apply the rules for adding further <b>prefixes and suffixes</b> and understand the guidance for adding them</p> <p><b>Scheme of learning from Y6 NNS:</b>          → Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’          → Adding suffixes beginning with vowels to words ending in ‘-fer’</p>
<b>Sentence:</b>	<p>-Uses talk to organise, sequence and clarify thinking ideas, feelings and events.</p> <p>-Extends vocabulary especially by grouping and</p>	<p>-To punctuate a sentence with a capital letter and a full stop.</p> <p>-How words can combine to make simple sentences. (A sentence is a subject and a verb at its simplest level.</p>	<p>-To know the structure of a sentence and what a sentence is made up of (punctuation and subject/noun and verb)</p> <p>-Use sentences with different forms: questions, statement, command, exclamation.</p>	<p>-<b>Extending the range of sentences with more than one clause by using a wider range of conjunctions</b>, (including when, if, because, although) <b>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</b></p>	<p>-Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>-Use the relative pronoun which or who to create an <b>embedded clause</b> within a complex sentence</p>	<p><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use <b>relative clauses</b> to create complex sentences, using commas to</p>	<p><b>Use of the passive to affect the presentation of information in a sentence</b> [for example, <b>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</b></p>

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	<p>naming, exploring the meaning of new words.</p> <p>-Links statements and sticks to a main theme or intention.</p> <p>-Begin to recognise how words can combine to make simple sentences.</p>	<p>- write simple, grammatically correct sentences (<i>The princess lives in a huge castle</i>).</p> <p>- join nouns or adjectives using 'and' (<i>I have fish and chips for supper</i>).</p> <p>- use 'and' to join to main clauses (<i>The old man walked to the top of the hill and then he walked back down again</i>).</p> <p>Beginning to using other conjunctions – 'because'</p> <p>-Use questions within narrative. - <i>Where are you going?</i> asked the princess.</p> <p>-Use of precise language for information</p>	<p><b>-Use adjectives, expanded noun phrases and adverbs to add detail to sentences (description/information).</b></p> <p>-Use the past and present tense correctly including irregular forms - regular forms adding suffix ed (<i>Today I play, yesterday I played</i>) - common irregular forms (<i>run/ran, go/went, am/was</i>)</p> <p>-Use the past and present progressive tense forms correctly - using the verb 'to be' in present or past and another verb in present (<i>The cake was baking slowly/ The cake is baking slowly</i>).</p> <p>-Secure use of co-ordinating conjunctions correctly - these join two main clauses to make a <b>compound sentence</b> (<i>and, but, so, or...</i>)</p> <p><b>-Use more complex subordinating conjunctions (because, if, that, while, when,)</b> to join a main and subordinate clause. - <i>The boy went to school because he was unwell. - You must listen while you eat. - When the weather is cold in Autumn leaves fall.</i></p> <p><b>-Begin to introduce a wider variety of openers including /ly/ to start sentences</b> - <i>While, When, Sadly, Unfortunately....</i></p> <p><b>-Use conjunctions of time. - to link words or sentences telling when something happens (when, after, before, while)</b></p>	<p>-Express time, place and cause by using conjunctions, adverbs and prepositions when writing a sentence.</p> <p><b>-Continue to choose and use a wider range of subordinating conjunctions.</b> - (<i>when, after, if, although until....</i>)</p> <p><b>-Use and manipulate a greater variety of adverbials to open a sentence including</b> ly openers (<i>Cautiously, she opened the door.</i>) →ing starters (<i>Sighing, she went home.</i>) → conjunctions of time (<i>Later that day, she saw him.</i>) →prepositions (<i>In a forest, lived a giant</i>) → adverbial phrases showing where, when, how (<i>A few days ago.... At the back.... With a furious glance... </i>)</p> <p><b>-Use complex sentences to express time, place, cause.</b></p> <p>- <b>time, place, cause can be expressed using conjunctions</b> (<i>when, so, because, before, after, while</i>), <b>adverbs</b> (<i>then, next, soon, therefore</i>) and <b>prepositions</b> (<i>before, after, during, in, because of</i>) (<i>Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.</i>)</p> <p><b>Begin to spot use of 'who' /'which' to add additional information to a noun (using a relative clause)</b> - <i>The witch, who lived in the cottage, was evil. - The cat, which was ginger, purred quietly.</i></p>	<p><b>-Use subordinate clauses to create complex sentences.</b> - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate /effective</p> <p>- children should be aware of why a clause is subordinate or main (<i>eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting.</i>)</p> <p>- <b>include ly/ing/ starters and 'drop in' (relative) clauses begun in earlier years</b></p> <p><b>Use noun phrases, including those containing a preposition.</b> - a group of words that describe a noun, what it looks like, its position etc ( <i>eg, The teacher ... expanded to ...The strict teacher with the curly brown hair</i>)</p> <p><b>-Use both direct and reported speech.</b> - direct speech are exact words spoken and contain speech punctuation (<i>"Where are you going on holiday?"</i>)</p> <p><b>-reported speech summarises the words spoken and is often used to keep the text pacey</b> (<i>Tom asked his friend where he was going on holiday.</i>)</p> <p><b>-Secure use of a variety of fronted adverbials.</b></p> <p>Consolidate dropping in a relative clause to add detail - <i>who/whom/which/whose/that.</i> - <i>The man, who was cross, shouted. Use the perfect present form. - He has gone out to play.</i></p>	<p><b>punctuate.</b> - <i>The old wizard, whose name was Gandalf, lifted his wand and pointed.</i></p> <p><b>Manipulate the order of sentences.</b> - 'ing' powerful openers (<i>Snapping its jaws, the shark lunged</i>). - 'ed' powerful openers (<i>Saddened by the loss of his dog, Jack walked home slowly.</i>)</p>	<p>Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between <b>independent clauses</b> [<i>for example, It's raining; I'm fed up</i>]</p> <p><b>Identify and use passive and active voice confidently to develop formal, impersonal style in a range of writing</b> e.g. descriptive pieces and reports.</p> <p><b>Use multiple clauses in sentences.</b> - <i>Through the dark night, which was cloudless and starless, a dark shape, cloaked in mystery, slithered towards the timbered hall.</i></p> <p><b>-Use the active and passive form for effect.</b> - active (subject before verb) <i>The man walked to the shop.</i> - passive (verb comes before subject) <i>The shop was walked to by the man.</i></p> <p><b>-Use and identify the personal and impersonal form.</b> - the personal form contains a personal pronoun (<i>I, we, they, ours, his, mine</i>) - impersonal contains no personal pronoun (<i>It takes a lot of time to decide what trainers to wear.</i>)</p> <p><b>-Use the subjunctive form.</b> - <i>If I were... Were they to come in ...</i>(used in very formal writing/speech).</p> <p>Punctuation of bullet points to list information.</p>
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Speech:	N/A	To identify <b>speech</b> in their reading.	-To identify inverted commas in their reading and use intonation appropriately.	-Introduction to <b>inverted commas</b> to punctuate <b>direct speech</b> . (“ ” only)  -Be able to correctly punctuate a single quote by a character, including a reporting clause. For example, “Where is my book?” asked Joe. - speech then narrative	-Use of <b>inverted commas</b> and other punctuation to indicate <b>direct speech</b> [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Narrative / then speech.  -It must include the rule ‘new speaker, new line’, the accurate use of a comma and manipulation of speech in different ways. <b>N.B. Children will need to understand that the speech needs punctuation AND the end of the sentence needs punctuation.</b>	-Integrate dialogue to convey character and advance the action.  -Use reported speech. (Newspaper)	-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
Bullet points				Introduction to bullet points as a text feature.	To use bullet points as an effective way of listing information <ul style="list-style-type: none"> <li>• start each comment with a clear bullet point</li> <li>• do not capitalise each bullet point</li> <li>• do not use commas or semi-colons to divide each bullet point</li> </ul>	- Punctuation of bullet points consistently – alongside introducing with a colon	--Punctuation of bullet points to list information consistently.
Commas:	N/A	N/A	- <b>Commas</b> to separate items in a list  - <b>Commas</b> to separate two items in expanded noun phrases.	-Use <b>commas</b> to mark fronted adverbial phrases.  -Identify how. main clauses and subordinate clauses are demarcated with <b>commas</b> suitably	-Use <b>commas</b> to mark fronted adverbials consistently  -Use <b>commas</b> suitably to demarcate main clauses and subordinate clauses.	- <b>Commas</b> to indicate parenthesis.  -Use of <b>commas</b> to clarify meaning or avoid ambiguity	-More effective use of <b>commas</b> to clarify meaning and avoid ambiguity.
Apostrophes:	N/A	Show an awareness and understanding of contractions when reading. Know which words have been joined and which letters omitted, shown by apostrophe.	- <b>Apostrophes</b> are used to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]	-Place the <b>possessive apostrophe</b> accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  -Know the grammatical difference between plural and possessive s. - the cat’s tail - the cats - it’s / its.	- <b>Apostrophes</b> to mark plural possession [for example, the girl’s name, the girls’ names]	Consolidate previous learning.	Consolidate previous learning.
Brackets:	N/A	N/A	N/A	N/A	N/A	- <b>Brackets</b> to indicate parenthesis (non-fiction)	- <b>Brackets</b> to indicate parenthesis. (non-fiction, fiction)
Dashes:	N/A	N/A	N/A	N/A	N/A	- <b>Dashes</b> indicate parenthesis – only with a relative pronoun. [for example, Mary – who was a child – cried herself to sleep.	- <b>Dashes</b> omitting the relative pronoun [for example, It was a long wait- perhaps the longest of his life.

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<b>Hyphens:</b>		N/A	N/A	N/A	N/A	-Use of the <b>hyphens</b> to join a prefix and root words with same ending and starting vowel e.g. co-operate (Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.)	-How <b>hyphens</b> can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]  Hyphens can be used to describe the age of people or objects.
<b>Colon/ Semi-colon:</b>	N/A	N/A	N/A	N/A	N/A	-Use of the <b>colon</b> to introduce a list and use of semi-colons within lists  -using <b>colons</b> to mark boundaries between independent clauses	-Use of the <b>semi-colon</b> or <b>colon</b> to mark the boundary between independent clauses [for example, it's raining; I'm fed up]
<b>Paragraphs:</b>	N/A	N/A	-Identify <b>paragraphs</b> in written texts.  -Children may begin to separate out their writing according to text type. For example, in narrative use beginning middle and end (miss a line between sections).	-Introduction to <b>paragraphs</b> as a way to group related material.  -Begin to <b>organise paragraphs</b> around a <b>theme</b> .  -With scaffolding, use <b>paragraphs</b> .	-Use of <b>paragraphs</b> to organise ideas around a <b>theme</b>	-Devices to build cohesion within a <b>paragraph</b> [for example, then, after that, this, firstly]  -Linking ideas across <b>paragraphs</b> using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	-Linking ideas across <b>paragraphs</b> using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
<b>Ellipses</b>	N/A	N/A	N/A	-To recognise ellipsis in reading and begin to experiment with them in their writing where appropriate. At this stage, children often use an ellipsis to signify a cliff-hanger.	-Continue recognise <b>ellipsis</b> in reading and begin to experiment with them in their writing where appropriate in a range of ways.	-Use <b>ellipses</b> to link ideas across paragraphs for cohesion (just for suspense)	-Use <b>ellipses</b> to link ideas within paragraphs (show hesitation, omitting of words)
<b>Terminology for pupils</b>	-Understands questions, such as who why when where and how.  -Uses talk to organise, sequence, and clarify thinking ideas, feelings and events.  -Extends vocabulary especially by grouping and	Letter / capital letter / word / singular / plural / sentence / punctuation / full stop / question mark / exclamation mark  Noun / Verb → (In Y1 they must know every sentence has a noun and a verb, e.g. Johnny is running.)	Noun / noun phrase / statement / question / exclamation / command / compound / suffix / adjective / adverb / verb tense (past, present) / apostrophe/ comma  <b>build on Y1 –</b> <ul style="list-style-type: none"> <li>• <b>Adverb</b></li> <li>• <b>adjectives</b></li> </ul> <b>e.g. Fast Johnny is running quickly.</b>	Preposition / conjunction / word family / prefix / clause / subordinate clause / direct speech / consonant / consonant / letter / vowel / letter / inverted commas	Determiner/ pronoun / possessive / pronoun / adverbial / bullet points	modal verb / relative pronoun / relative clause / parenthesis / bracket / dash / cohesion / ambiguity / ellipsis / semi-colon / Hyphens / Countable/non countable verbs	Subject / object / active / passive / synonym / antonym/ hyphen / colon / semi-colon

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	naming, exploring the meaning of new words.						
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