



## Spelling, Punctuation and Grammar Overview

	Spelling	Punctuation	Grammar and Sentence	Vocabulary
<b>EYFS</b>	<ul style="list-style-type: none"> <li>-All letters of the alphabet and the sounds they most commonly represent.</li> <li>-consonant digraphs which have been taught and the sounds they represent.</li> <li>-vowel digraphs which have been taught and the sounds they represent.</li> <li>-the process of segmenting the spoken words</li> <li>-words with adjacent consonants</li> <li>-Write your name</li> </ul>	<ul style="list-style-type: none"> <li>-That names and places have a capital letter.</li> <li>-Begin to understand that a full stop ends a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a sense of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what words are.</li> </ul>
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<b>Year 1</b>	<ul style="list-style-type: none"> <li>-Phonics letter and digraph recognition</li> <li>- Blending</li> <li>CVC words and rhyme patterns</li> <li>Alphabetical order</li> <li>-Recognise high frequency words</li> <li>CCVC, CVCC, CCVCC words Decoding multi-syllabic words</li> <li>-Words ending 'ff', 'll', 'ss', 'ck', 'nk', 'zz'</li> <li>- Plurals that add an 's' and 'es'</li> <li>Adding endings 'ed' 'ing' 'er'</li> <li>- Vowel digraphs and trigraphs – phonics set 2 and 3 sounds</li> <li>-Words ending in 'tch'</li> <li>-Adding 'er' and 'est' to adjectives</li> <li>Words ending in 'y'</li> <li>-Consonant spellings 'ph' and 'wh' --</li> </ul>	<ul style="list-style-type: none"> <li>-To keep 'Finger Spaces' in between words.</li> <li>-Recognise and use full stops and capital letters.</li> <li>- Use capitals for proper nouns including names and days of the week.</li> <li>and the personal pronoun 'I'.</li> <li>-To introduce question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>-Check for 'sense of a sentence'</li> <li>-Combine words to make a sentence.</li> <li>-Use 'and' to join words and sentences.</li> <li>-Sequence sentences to create a short narrative.</li> <li>-Write a simple sentence, but add an adjective – <i>He has a red ball.</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand what the meaning of a <i>sentence</i> is.</li> <li>-Use the following words correctly: <i>word, sentence, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</i></li> </ul>



--Adding prefix 'un'.  
-Add *-ing*, *-ed*, *-er* and *-est* where no change in spelling of the root word is needed. (e.g. kinder, helping, helper, slowest, faster)  
-Add *-s* and *-es* as the plural marker  
Compound words  
- Common Exception



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<b>Year 2</b>	<ul style="list-style-type: none"> <li>-The 'j' sound as 'ge' 'dge' and 'g'</li> <li>-The 's' sound spelt with a 'c'</li> <li>-The 'n' sound as 'kn' and 'gn'</li> <li>-The 'r' sound spelt 'wr'</li> <li>- The 'l' sound spelt 'el' 'il' or 'al' at end of words</li> <li>-The 'igh' sound spelt 'y' at end of words</li> <li>-Adding 'es' to nouns and verbs ending on 'y'</li> <li>-Adding 'ed' 'ing' 'er' 'est' to words ending in 'y' and 'e'</li> <li>-Suffixes 'ment' 'ness' 'ful' 'less'</li> <li>-Contractions eg can't</li> <li>Words ending in 'tion'</li> <li>-Homophones</li> <li>-High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>-Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>-To use commas to separate items in a list.</li> <li>-Apostrophes to marks contracted spelling forms (e.g. <i>can't, isn't</i>).</li> <li>-Use apostrophes for singular possession. (E.g. <i>The girl's name</i>).</li> </ul>	<ul style="list-style-type: none"> <li>-Consistent use of tense – past and present</li> <li>-Grammatical agreement (<i>I am, you are etc.</i>)</li> <li>-Continuous use of verbs in present and past tense.</li> <li>-Re-reading own writing for sense ---Write simple and compound sentences, using subordination for time and reason – <i>when, if, that, or, because, or, and, but</i>)</li> <li>-Correct gender terms (<i>his/hers</i>) Expanded noun phrases for description and specification Sentences with different forms – statement, question, exclamation, command Turning statements into questions and 'what', 'when', 'where', 'who'</li> <li>- Use the prepositional phrases: <i>behind, above, along, before, between, after</i></li> </ul>	<ul style="list-style-type: none"> <li>-Pupils should know and understand the following words: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past and present), apostrophe, comma</i></li> <li>-understand how to form compound words.</li> <li>- Move from generic nouns to specific nouns, eg, "<i>dog</i>" to "<i>terrier</i>", or "<i>car</i>" to "<i>Ferrari</i>".</li> <li>-Introduce onomatopoeia and alliteration</li> </ul>
	Spelling	Punctuation	Grammar and Sentence	Vocabulary
<b>Year 3</b>	<ul style="list-style-type: none"> <li>-The 'l' sound spelt y</li> <li>-The 'u' sound spelt 'ou'</li> <li>-Prefixes (<i>un, de, dis, re, pre, mi, auto, anti, super, under</i>)</li> <li>-Suffix 'ly' Suffix 'ous'</li> <li>-Words with 'k' spelt 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>-Use Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</li> </ul>	<ul style="list-style-type: none"> <li>-Expressing time and cause using conjunctions (eg <i>when, before, after, while, because</i>)</li> <li>-Adverbs (eg: <i>then, next, soon, so</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils know the meaning of these words: conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix,</li> </ul>



	<ul style="list-style-type: none"> <li>-Words with 'sh' spelt 'ch'</li> <li>-Words with 'ai' spelt ei, eigh, ey</li> <li>-Homophones ((here/hear, brake/break and mail/ male.)</li> <li>-Search a dictionary to check the spelling of a word.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly" (E.g. Later that day, I heard the bad news.)</li> <li>-Possessive apostrophe with plural words. (E.g. "The boy's name. The girls' secret club.)</li> </ul>	<ul style="list-style-type: none"> <li>-Verbs –Present perfect: "has/have" + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i></li> <li>-Prepositions (eg before, after, during, in, because of)</li> <li>-Introduction to paragraphs</li> <li>-Headings and sub-headings</li> <li>-Use of the perfect form of verbs to mark relationships of time and cause</li> <li>- <b>Complex sentences</b> using subordinate conjunctions: <i>until, although, even if</i></li> <li>- <b>Compound sentences</b> with co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i></li> </ul>	<ul style="list-style-type: none"> <li>consonant, vowel, clause, subordinate clause</li> <li>- Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></li> <li>- specific/technical vocabulary to add detail: <b><i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i></b></li> <li>-Use synonyms to replace verbs such as <i>said</i> and <i>go</i> to create more powerful verbs.</li> <li>-Introduce similes and metaphors</li> </ul>
	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar and Sentence</b>	<b>Vocabulary</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>-Prefixes (sub, inter, super, anti, auto)</li> <li>-Suffix – 'ation'</li> <li>-Words ending in 'sure' 'ture' 'sion'</li> <li>Endings 'tion' 'sion' 'ssion' 'cian'</li> <li>-Words ending with 'g' sound spelt 'gue'</li> <li>-Words with 's' sound spelt 'sc'</li> <li>-Homophones</li> <li>- <b>Plural nouns</b> of words ending in "o": Know which words to add "s" to,</li> </ul>	<ul style="list-style-type: none"> <li>-Use of speech marks to punctuate direct speech. Develop where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i></li> <li>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</li> <li>-Apostrophes to mark singular and plural possession</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. (pronouns for cohesion)</li> <li>- Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</li> <li>-Use of paragraphs to organise ideas around a theme</li> <li>-Appropriate choice of pronoun or noun</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</li> <li>-Possessive pronoun <i>yours, mine, theirs ours, hers, his, its</i></li> <li>-<b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher</i></li> </ul>



which to add “-es” to and which could take either “s” or “-es”

-Use of commas after fronted adverbials (E.g. Later that day, I heard the bad news.)

across sentences.

*with the grey beard*



		<p>-A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></p>	<p>-Verbs –Past perfect continuous: “<i>had</i>” + <i>past participle</i> + “-ing”</p> <p>-Self-check work looking to edit and improve.</p> <p>-Consistently maintain an accurate tense throughout a piece of writing.</p> <p>-Use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p>	<p><b>-Comparative and superlative adjectives:</b> Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i></p> <p><b>- Compound nouns</b> using hyphens</p> <p>-Use synonyms for effect to create powerful words for effect.</p> <p>-Use similes, metaphors, alliteration and onomatopoeia. Develop personification.</p>
	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar and Sentence</b>	<b>Vocabulary</b>
<b>Year 5</b>	<p>-Endings which sound like /shus/splet –cious or –tious</p> <p>-Endings which sound like/shul/</p> <p>-Words ending in –ant, -ance/-ancy, -ent, -ence/-ency</p> <p>-Words ending in –able and –ible</p> <p>-Adding suffixes beginning with vowels to words ending in –fer</p> <p>-Words with the /ee/sound spelt ei after c</p> <p>-Words containing the letter string –ough</p> <p>-Words with silent letters (i.e. words that cannot be predicted from pronunciation of the word)</p>	<p>-Brackets, dashes or commas to indicate parenthesis.</p> <p>-Use of commas to clarify meaning or avoid ambiguity.</p> <p>-Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i> Or <b>Drop-in “-ed” clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p> <p><b>-Colons</b> for play scripts and to start a list</p>	<p>-Relative clauses beginning with: who, which, where, why or whose</p> <p>- Indicating degrees of possibility using modal verbs (eg might, should, will, must) or adverbs (eg perhaps, surely)</p> <p>-Devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>-Linking ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly)</p> <p>- Start a <b>complex sentence</b> with a subordinate clause and use a comma to</p>	<p>-Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p> <p>-Develop the use of technical vocabulary</p> <p>- Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>



				separate the subordinate clause	
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			- <b>Editing</b> sentences by either expanding or reducing for meaning and effect  -Change verbs depending on tense. Use the future tense.	
	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar and Sentence</b>	<b>Vocabulary/</b>
<b>Year 6</b>	-Use of the hyphen to link words  -Homophones and other words that are often confused	-Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. <i>It's sunny: I'm going out to play.</i>  - <b>Colon and bullet points</b> for a list  -Semi-colons to demarcate a longer list.  -Punctuation of bullet points to list information.  -How hyphens can be used to avoid ambiguity ( e.g: <i>man eating shark</i> versus <i>man-eating shark</i> or <i>recover</i> versus <i>re-cover</i> )	-Use of the passive voice to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken)  -The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags or the use of the subjunctive in some very formal writing and speech)  -Linking ideas across paragraphs using a wider range of cohesive device; semantic cohesion, grammatical connections and elision.  -Layout devise, such as headings, sub-headings, columns, bullets or tables to structure text.  -Identify the <b>subject and object</b> of the sentence  -To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	- Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.  -Use a range of literary devices and develop figurative language.  -Expanded noun phrases to convey complicated information concisely (Eg the fact that it was raining meant the end of sports day)



			-To use the subjunctive form in formal	
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writing.