

SPaG progression

By the end of Ks1	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6.
<p>Use simple past and simple present tense mostly correctly and consistently.</p> <p>Begin to use progressive tenses where appropriate. E.g. In diaries.</p> <p>Use co-ordination (or, and but) and some subordination (when, if, that, because) to join clauses.</p> <p>Correctly use capital letters and full stops in most of their sentences.</p> <p>Correct use of question marks and some evidence of exclamation marks.</p> <p>Write simple coherent narratives (real or fictional)</p> <p>Proof-read to check for errors.</p> <p>Correct spelling of many words and phonetically-plausible attempts at complex words.</p> <p>Correct spelling of many common exception words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Sentence structure and grammar</p> <p>Punctuation</p> <p>Text structure, use of language and editing</p> <p>Spelling</p> <p>Handwriting</p> </div>	<p><u>Commas in a list.</u></p> <p>Beginning to consistently use <u>inverted commas</u> to mark direct speech.</p> <p><u>Noun phrases using two adjectives</u> to add detail</p> <p>Express time and cause using <u>conjunctions</u> (<u>When, before, after, while, because</u>)</p> <p>Use <u>adverbs (including then, next, soon)</u></p> <p>Use simple and compound sentences and <u>begin</u> to use complex sentences</p> <p>Begin to use <u>prepositions</u> (<u>before, after, during, in</u>)</p> <p>Use subordinate clauses and <u>understand the terminology.</u></p> <p>Consistent use of simple past and simple present tense.</p> <p>Progressive tenses used mostly correctly.</p> <p>Correct use of the determiners 'a' and 'an'.</p> <p>Group writing in paragraphs.</p> <p>Correct spelling of taught words patterns, including apostrophes for contraction and singular possession.</p> <p>Handwriting and presentation in line with school policy.</p>	<p>Consistently use <u>speech marks</u> to punctuate direct speech.</p> <p><u>Use fronted adverbials</u> consistently for how/when and where, <u>marked with commas.</u></p> <p>A range of simple, compound and complex sentences.</p> <p><u>Expand noun phrases using the preposition 'with'.</u></p> <p>Correct use of standard English verb inflections. e.g. <u>was/were</u> and <u>did/done.</u></p> <p>Paragraphs to organise and show change of person/place/time and to create cohesion.</p> <p>Correct use of pronouns/nouns within sentences to avoid ambiguity and repetition.</p> <p>Consistent use of apostrophes for singular and plural possession.</p> <p>Understand and use the term 'possessive pronoun'</p> <p>Beginning to show an awareness of audience and genre.</p> <p>Correct spelling of taught words from Y3/4 word list.</p> <p>Handwriting and presentation in line with school policy.</p>	<p>Use both <u>direct and reported speech</u>, punctuated accurately.</p> <p>Use of <u>parenthesis</u> correctly marked with <u>brackets, dashes or commas.</u></p> <p>Correct use of <u>commas to avoid ambiguity/clarify meaning</u> e.g. <u>it's time to paint, dad.</u></p> <p>Start to use <u>relative clauses</u> beginning with who, which, where, and whose marked with a comma.</p> <p>Indicate degrees of possibility with <u>modal verbs</u> (might, must, should, could etc)</p> <p><u>Expanded noun phrases developed using a greater variety of prepositions e.g. with, in, on, underneath</u></p> <p><u>Determiner, two adjectives, prepositional phrase - NO VERB</u></p> <p>Use a range of simple, compound and complex sentences.</p> <p>Use of <u>adverbs</u>, such as 'perhaps' and 'surely' to indicate possibility.</p> <p><u>Cohesive devices within and across paragraphs (e.g. adverbs, adverbials, sub. clauses).</u></p> <p>Begin to use the perfect tenses.</p> <p>Maintain an awareness of the purpose and audience.</p> <p>Spell most words from Y5/6 spelling list and use a dictionary to check uncommon words.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>Integrate dialogue in narratives to convey character and advance the action and use reported speech.</p> <p><u>Use full range of punctuation mostly correctly including semi-colon, colon, brackets, dashes and commas to mark clauses.</u></p> <p>Use expanded noun phrases using a wide variety of prepositions.</p> <p>Use a wide variety of fronted adverbials to express time. Frequency, manner, place and degree.</p> <p>Select vocab/grammar that reflects the writing type (e.g. passive and modal verbs, contracted forms in dialogue).</p> <p>Use cohesive devices (e.g. conjunctions, adverbials, synonyms, pronouns) within/across paragraphs.</p> <p>Use all verb tenses consistently and correctly.</p> <p>Write for a range of purposes/audiences and engaging the reader (e.g. diary, persuasive, instructions).</p> <p>Describe settings, characters and atmosphere in narrative</p> <p>Spell most words from Y5/6 spelling list and use a dictionary to check uncommon words.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>