

Kilburn Junior School  
SPAG Progression

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>To leave spaces between words</p> <p>Recognise capital letters and full stops when reading and name them correctly</p> <p>Begin to use the term sentence</p> <p>Know that a line of writing is not necessarily a sentence</p> <p>Begin to use full stops to demarcate sentences</p> <p>To use a capital letter for the personal pronoun and the start of a sentence</p> <p>To join words and join sentences using 'and'</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</p> <p>To continue demarcating sentences when writing, ending a sentence with a full stop</p> <p>To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</p> <p>To add question marks to questions</p> <p>To identify use of exclamation marks when reading</p> <p>Through reading and writing to reinforce knowledge of the</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences, including in the use of Proper Nouns.</p> <p>To identify nouns within sentences</p> <p>To use nouns accurately within sentences</p> <p>To know and use Proper Nouns</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use subordination within sentences (when, if, that, because) and co-ordination (or, and, but) for description and specification</p> <p>To know what an adjective is</p> <p>To identify adjectives within sentences</p> <p>To use adjectives accurately within sentences</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>To be able to expand nouns phrases for description and specification</p> <p>To use correct choice and consistent use of present and past tense throughout</p>	<p>To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)</p> <p>To introduce paragraphs as a way to group related material</p> <p>To use headings and subheadings to aid presentation</p> <p>To use the present perfect form of verbs instead of the simple past</p>	<p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To use fronted adverbials</p> <p>To use paragraphs to organise ideas around a theme</p> <p>To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>To develop the use of prepositional phrases to develop continuity and placement of ideas within writing</p> <p>To use inverted commas and other punctuation to indicate direct speech</p> <p>To use apostrophes to mark singular and plural possession</p> <p>To use commas after fronted adverbials</p>	<p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use devices to build cohesion within a paragraph</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>	<p>To use the passive to affect the presentation of information within a sentence</p> <p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To use layout devices – headings, subheadings, colons, bullets, tables</p> <p>To use the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>To use the colon to introduce a list and use semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity</p> <p>To revise work on complex sentences: Identifying main clauses</p> <p>Ways of connecting clauses</p>

term sentence	<p>writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p>To know what a verb is To identify verbs within sentences To use verbs accurately within sentences</p> <p>To write sentences with subject-verb agreements To correct sentences with subject/verb agreements that are incorrect</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p> <p>To use commas to separate items in a list</p> <p>Selecting correct punctuation to end a sentence. (...?.)</p>				Constructing complex sentences
<p><u>Vocabulary</u></p> <p>Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark</p>	<p><u>To know the vocabulary taught in year 1.</u></p> <p>Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma</p>	<p><u>To know vocabulary taught in year 1 and 2.</u></p> <p>Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas</p>	<p><u>To know vocabulary taught in year 1, 2 and 3.</u></p> <p>Determiner, Pronoun, Possessive pronoun, Adverbial</p>	<p><u>To know vocabulary taught in year 1, 2, 3 and 4</u></p> <p>Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity</p>	<p><u>To know vocabulary taught in year 1, 2, 3, 4 and 5.</u></p> <p>Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points</p>

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained.

We cannot expect children to remember all they have been taught if it's only been taught once.

New Curriculum Year 6 Test Content	Language structure	Standard English	Vocabulary / Language Structure	Punctuation
Aspect covered by end of KS1	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons
Aspect covered in Year 3	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons
Aspect covered in Year 4	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons
Aspect covered in Year 5	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons
Aspect covered in Year 6	Nouns Verbs Adjectives Connectives Pronouns Adverbs Prepositions Articles Statements Questions Commands Clauses Phrases Subordinating connectives	Tense agreement Subject-verb agreement Double negatives Use of I and me Contractions	Word meaning Vocabulary content Concision and precisions in vocabulary Synonyms Antonyms Word groups / families Prefixes Suffixes Singular and plural	Capital letters Full stops Question marks Exclamation marks Commas in lists Commas to mark phrases or clauses Inverted commas Apostrophes Brackets Elipses Colons