

Meadgate Primary School Progression of Skills

Grammar and Vocabulary, Spelling, Punctuation and Handwriting

Grammar and Vocabulary	
Year 1	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Leave spaces between words • Join words with 'and' within sentences • Join sentences with 'and' • Identify and know the purpose of nouns • Form singular and plural nouns (link with spelling) • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling)
Year 2	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions • Recognise and write statements • Recognise and write questions • Recognise and write exclamations • Recognise and write commands • Join sentences with 'or' and 'but' • Use 'when', 'if', 'that' and 'because' to extend sentences • Avoid using 'and', 'but' or 'so' after a full stop • Write expanded noun phrases • Form nouns by using suffixes such as -ness and -er. • Identify and know the purpose of verbs • Use interesting verbs when writing • Write consistently in 'past' or 'present' tense • Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing • Identify and know the purpose of adjectives • Form adjectives using -ful, -er, -est and -less (link with spelling) • Identify and use -ly adverbs • Form adverbs by adding -ly to adjectives • Learn to use some features of written standard English
Year 3	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use and understand the terms consonant and vowel • Explore word families based on common words • Recognise and explain what a conjunction is

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	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because • Use a or an appropriately • Create new nouns using prefixes • Recognise what a pronoun is • Recognise what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them • Identify adverbs • Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling) • Use have or has before a verb to create the 'present perfect form' or 'had' to create the 'past perfect form' • Use adverbs to express time, place and cause e.g. then, next, soon, therefore • Identify prepositions • Use prepositions to express time, cause and place e.g. before, after, during, in, because of • Use prepositional phrases to add detail to sentences • Understand what a main clause is • Identify simple and compound sentences
Year 4	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use connectives for cohesion across a text • Use a wider range of conjunctions to extend sentences including when, if, because, although • Identify determiners • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was • Use adverbs to express frequency e.g. often and manner e.g. loudly • Identify and recognise adverbial phrases and clauses • Use fronted adverbials • Know what a subordinate clause is • Know what a complex sentence is • Write complex sentences
Year 5	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use devices (connectives) for cohesion within a paragraph • Ensure correct subject verb agreement

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	<ul style="list-style-type: none"> • Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs • Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will • Identify a modal adverb is e.g. perhaps, surely, obviously • Use modal verbs and adverbs • Identify relative clauses e.g. beginning with who, which, where, when, whose, that • Use relative clauses to expand sentences • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures
Year 6	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand the basic subject, verb, object structure of a sentence • Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. • Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page • Use the ‘perfect form’ of verbs for effect • Understand and recognise active and passive voice • Use passive voice appropriately in writing • Understand and explore synonyms and antonyms • Recognise and understand ‘the subjunctive’ e.g. If Fred were here, things would be different • Use more than one subordinate clause successfully in a complex sentence
Spelling	
Year 1	<ul style="list-style-type: none"> • Spell words using the GPCs taught so far (see English appendix 1 (Y1) of National Curriculum) • Segment words into individual phonemes to aid spelling • Name the letters of the alphabet in order • Use letter names to talk about different grapheme choices • Spell high frequency words that cannot be easily decoded at this stage (‘tricky’ words) • Spell simple words with adjacent consonants • Spell words ending in -nk • Spell plural nouns with –s and –es • Use –s and –es to spell third person singular verbs • Spell words with the –ing suffix (where no change is needed to the root word)

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	<ul style="list-style-type: none"> • Spell common words ending in -ve • Spell words with the –ed suffix (where no change is needed to the root word) • Spell words with the –er suffix (where no change is needed to the root word) • Spell words with the –est suffix (where no change is needed to the root word) • Spell simple words with the un- prefix • Spell common compound words • Spell the days of the week • Divide words into syllables to aid spelling • Write simple dictated sentences using spelling knowledge taught so far • Apply spellings and spelling conventions taught in their own work
Year 2	<ul style="list-style-type: none"> • Segment words into individual phonemes to aid correct spelling • Choose the correct grapheme where there are several options • Use the frequency and usual position of graphemes to make a spelling choice • Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) • Investigate spelling patterns and conventions • Spell words ending with the 'i' sound spelt y e.g. fry • Spell words where -es is added to a word ending in y e.g. flies • Spell words with the 's' sound spelt c before e, i and y e.g. city • Spell words beginning with the 'r' sound spelt wr e.g. wrote • Spell words ending with the 'ee' sound spelt ey e.g. monkey • Spell words with the 'u' sound spelt o e.g. Monday • Spell words with the suffix –ly e.g. badly • Spell contracted words using the apostrophe e.g. can't • Spell frequently confused common homophones e.g. here and hear • Spell words with the 'j' sound spelt j, g, ge and dge • Spell words with the 'or' sound spelt a before an l or a ll e.g. call • Spell words with the 'or' sound spelt ar after w e.g. warm • Spell words with the 'o' sound spelt a after w and qu e.g. watch • Spell words with the 'ur' sound spelt or after w e.g. word • Spell words with the suffixes -ful and -less • Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried • Spell two syllable words ending in –tion e.g. station • Use the possessive apostrophe with singular nouns e.g. Sid's

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	<ul style="list-style-type: none"> • Spell words ending in the 'l' sound and spelt -le e.g. table • Spell words ending in the 'l' sound and spelt -el e.g. camel • Spell words ending in the 'l' sound and spelt -al e.g. pedal • Spell words ending in the 'l' sound and spelt -il e.g. fossil • Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw • Spell the 'zh' sound spelt s e.g. treasure • Spell words with the suffix -ment e.g. enjoyment • Spell words with the suffix -ness e.g. sadness • Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest • Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping • Spell further common homophones e.g. there, their and they're • Write simple dictated sentences using spelling and punctuation knowledge taught so far • Apply spellings and spelling conventions taught in their own work
<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> • Use a dictionary to check words • Consolidate spelling patterns from Y2 • Investigate spelling patterns and conventions • Spell words with the prefix pre- • Spell words with the prefix sub- • Spell words with the prefix ex- • Spell two syllable words containing double consonants e.g. dinner • Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener • Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt • Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women • Spell words with the ou spelling of the u sound e.g. young, touch, double • Spell words with the prefixes in-, il-, im- and ir- • Spell words with the prefix dis- • Spell words with the prefix mis- • Spell words with the prefix re- • Spell words with the prefix de- • Spell words with the prefix over- • Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question,

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	<p>recent, reign, remember</p> <ul style="list-style-type: none"> • Spell words with the prefix inter- • Spell words with the prefix super- • Spell words with the prefix anti- • Spell words with the prefix auto- • Spell words with the suffix -ation • Spell words with the prefix non- • Spell words with the prefix co- • Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far • Choose the correct spelling by using a visual strategy ('Does it look right?')
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Use a dictionary to check words • Investigate spelling patterns and conventions • Use etymology to aid spelling • Spell words with the suffix -ly • Spell words with the -sure ending • Spell words with the -ture ending • Spell words with the suffix -ous • Spell words with the suffix -al • Spell words with the suffix -ary • Spell words with the suffix -ic • Spell common homophones e.g. fair/fare, break/brake • Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various • Spell words with the -tion ending • Spell words with the -sion ending • Spell words with the -ssion ending • Spell words with the -cian ending • Add suffixes to words ending in -f, -ff, -ve and -fe • Spell more common homophones • Spell plural words with possessive apostrophes e.g. girls', children's • Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes,

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	<p>pressure, promise, purpose, quarter, sentence, therefore</p> <ul style="list-style-type: none"> • Spell words where the k sound is spelt ch (Greek origin) e.g. chorus • Spell words where the sh sound is spelt ch (French origin) e.g. chalet • Spell -gue and -que words (French origin) e.g. tongue, antique • Spell words where the s sound is spelt sc (Latin origin) e.g. scene • Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey • Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far • Choose the correct spelling by using a visual strategy ('Does it look right?')
Year 5	<ul style="list-style-type: none"> • Use a dictionary to check the meaning and spelling of words • Investigate spelling patterns and conventions • Use a thesaurus • Use etymology to aid spelling • Spell words with the suffix -ive • Spell words with the suffix -ist • Spell words ending in -cious • Spell words ending in -tious • Spell words ending in -cial and -tial • Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety • Spell words ending in -ant, -ance and -ancy • Spell words ending in -ent, -ence and -ency • Spell diminutives using mini-, micro-, -ette and -ling • Spell words with the prefix bi- • Spell words with the prefix trans- • Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable • Spell words with the prefix im- • Spell words with the prefix pro- • Spell words ending in -able and -ible • Spell words ending in -ably and -ibly • Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language,

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	<p>lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht</p> <ul style="list-style-type: none"> Choose the correct spelling by using a visual strategy ('Does it look right?')
Year 6	<ul style="list-style-type: none"> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell words with the prefix tele- Spell words with the prefix circum- Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')
Punctuation	
Year 1	<ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing Use full stops and capitals Use capital letters for people, places, days of the week and 'I' Use question marks Use exclamation marks
Year 2	<ul style="list-style-type: none"> Use correct grammatical terminology when discussing their writing Explain what an apostrophe is Use apostrophes for simple contracted forms

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	<ul style="list-style-type: none"> • Use apostrophes for singular possession • Avoid using conjunctions and full stops together • Use commas for lists
Year 3	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Recognise direct speech and inverted commas • Use direct speech and inverted commas • Use inverted commas
Year 4	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use inverted commas and other speech punctuation appropriately • Use commas to mark off fronted adverbials • Use apostrophes to show plural possession e.g. The boys' house • Use commas for marking off subordinate clauses
Year 5	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Understand what parenthesis is • Recognise and identify brackets and dashes • Use brackets, dashes or commas for parenthesis
Year 6	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand how colons are used • Use colons appropriately • Understand how to use punctuation with bullet points • Use punctuation consistently with bullet points • Understand how semi-colons are used • Use semi-colons appropriately • Understand how dashes are used for marking the boundaries between independent clauses • Use dashes to mark the boundaries between independent clauses • Understand how hyphens are used • Use hyphens appropriately • Understand how ellipsis is used • Use ellipsis appropriately
Handwriting	
Year 1	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))

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	<ul style="list-style-type: none"> Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) Form the digits 2, 3 and 5 correctly Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S) Form the digits 0, 6, 8 and 9 correctly Form 'zigzag' lower case letters correctly (v, w, x, y, z) Form the equivalent upper case letters correctly (V, W, X, Y, Z) Form the digits 1, 4, and 7 correctly
Year 2	<ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another Write capital letters and digits of the correct size Know which letters not to join Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized Type accurately
Year 3	<ul style="list-style-type: none"> Write with joined handwriting consistently Make the move from pencil to pen in their handwriting Write with joined handwriting in pen consistently Build keyboard skills to type, edit and redraft Develop fluency in typing
Year 4	<ul style="list-style-type: none"> Improve the quality of handwriting by tackling any issues consistently Write consistently with neat, legible and joined handwriting Develop fluency in typing Present on-screen texts which will appeal to the reader Present on-screen texts which consistently appeal to the reader
Year 5	<ul style="list-style-type: none"> Begin to adapt handwriting to specific purposes e.g. printing, use of italics Increase the speed of handwriting without losing legibility Use features of layout, presentation and organisation effectively in written and on-screen media Combine written text and illustration to enhance the words and their meaning Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning
Year 6	<ul style="list-style-type: none"> Develop a neat, personal, handwriting style Consistently use a neat, personal handwriting style Choose the writing implement that is appropriate to the task Use an appropriate and cohesive style in work produced using on-screen media Present work produced using on-screen media stylishly and cohesively

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All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression. Teaching these will lead to a more rounded and complete English curriculum for the pupils at Meadgate Primary School.