

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



EYFS

EYFS use the combination of the Early Learning Goals (ELGs) and the discrete teaching of phonics to develop the skills of word-reading, spelling and writing.			
ELG Focus	Curriculum Content	Vocabulary	Skills
Word - Reading	<p>Reading, spelling and writing taught using Sounds Write phonics, the Initial code, units 1-11. The sounds taught are broken down below:</p> <p>Unit 1 - a,i, m, s, t Unit 2 - n, o, p Unit 3 - b, c, g, h Unit 4 - d, e, f, v Unit 5 - k, l, r, u Unit 6 - j, w, z Unit 7 - x, y, ff, ll, ss, zz Unit 8 - building vcc and cvcc words (no new code) Unit 9 - building ccvc words (no new code) Unit 10 - building ccvcc, cvccc, cccvc words (no new code) Unit 11- sh, ch, th, ck, ng, wh, <q> <u></p> <p>Teaching Tricky Words (common exception words): I, go, no, so, he, she, we, be, you, are, was, all, they, said, the, our, were, there, little</p> <p>Orally retell stories using new vocabulary.</p> <p>Re-read their writing to check it makes sense.</p>	<p>Segmenting Blending Word recognition Letter formation Sounds Spellings Tricky words Letters Capital letter Full stop Sentence Word</p>	<ul style="list-style-type: none"> Segmenting sounds in words Blending sounds in words Phoneme manipulation of sounds Building words using sounds Understanding what they are reading Recognising single letter sounds Recognising that two letters can make one sound (sh, ch) Sight-reading of tricky words
Writing	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple words and build this to phrases that can be recognised by others.</p> <p>Introduce using a capital letter to start a sentence and full stop to end.</p>		<ul style="list-style-type: none"> Understanding one letter makes one sound in some spellings. Understanding that two letters or more can make one sound in some spellings. Forming letters correctly to write words. Putting words together to make sentences and understanding what they have written. Checking for mistakes
Fine Motor (Physical Development)	Holding a pencil effectively in preparation for fluent writing.		<ul style="list-style-type: none"> Tripod grip for writing

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



YEAR 1

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'magpie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling is taught through the Sounds Write scheme. Spelling might be set using SpellingShed. Punctuation and Grammar homework will be given when a new or revised skill is taught within the week.

Please review taught content in the previous year group to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills
Word	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, clause/sentence, coordinating conjunctions, noun phrase.</p>	<ul style="list-style-type: none"> Sounds Write will build upon each child's phonics teaching using the Extended Code, Units 1-26. The sounds and spellings taught in Year 1 will be: Sounds: /æ/ /ee/ /oe/ /er/ /e/ /ow/ /oo- moon /ie/ /oo- book /u/ /s/ /l/ /or/ /air/ /ue/ /oy/ /ar/ /o/ Spellings: <ea> <o> <ow> <oo> <ou> <s> <ew> <a> <ul style="list-style-type: none"> The spelling of polysyllabic words taught using Sounds Write
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>		<ul style="list-style-type: none"> Identify and use conjunctions. Look at what happens when the conjunction 'and' is used. Practice joining clauses using 'and'. Children to challenge themselves and look at how sentences change when they use other coordinating conjunctions e.g. 'but' or 'so'.
Text	<p>Sequencing sentences to form short narratives</p>		<ul style="list-style-type: none"> Talk for Writing to be used in order to help children with sequencing of stories. Children to be able to orally retell the story using a model text. Use of British Sign Language (BSL) to assist children with actions alongside the story. Use of a story map to sequence the model text. Children expected to be able to write narrative, non-fiction and poetry through Talk for Writing. Children to re-read their sentences to check that it makes sense. Use of purple pen for simple editing.

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none"> • Identify past and present tense and use accurately within writing.
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>		<ul style="list-style-type: none"> • Use finger spacing tools on table to help with checking that each word had a space between them. • Grow in independence to no longer need finger spacing tools. • From EYFS, children should continue to use capital letters and full stops. • Understand and identify how full stops, question marks and exclamation marks are used to demarcate sentences. • Identify when question marks and explanation marks should be used within a sentence. • Understand and practice how to draw an exclamation mark accurately. • Identify where a question mark/exclamation mark should be used through listening to how intonation and expression in voices to give clues. • Use question marks and exclamation marks accurately when written down. • Introduce exclamation sentences and use them with accuracy in their writing. • Understand the pronoun 'I' is personal and it refers to themselves. • When using the personal pronoun 'I' ensure that it is capitalised. • Use capital letters for

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



YEAR 2

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'maggie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling is taught through the Sounds Write scheme. Spelling might be set using SpellingShed. Punctuation and Grammar homework will be given when a new or revised skill is taught within the week.

Please review taught content in previous year groups to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills
Word	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb,</p>	<ul style="list-style-type: none"> • Sounds Write to consolidate the teaching of Phonics using Extended Code, units 27-50. • The sounds and spellings focussed on this year are: Sounds: /ae/ /d/ /ee/ /i/ /oe/ /n/ /er/ /u/ /oo/- moon /j/ /g/ /f/ /m/ /or/ /h/ /k/ /r/ /t/ /z/ /eer/ 'schwa sounds' like /a/ Spellings: <y> <g> <gh> <ul style="list-style-type: none"> • The spelling of polysyllabic words
Sentence	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>verb, tense (past, present), apostrophe, comma, subordinating conjunctions, proper nouns, progressive tense.</p>	<ul style="list-style-type: none"> • Use and identify statements, commands, questions and exclamations through punctuation. • Use and identify statements, commands, questions and exclamations through vocabulary choice. • Use and identify statements, commands, questions and exclamations through intonation and expression in voice. • Identify and use subordinating and coordinating conjunctions. • To understand the difference between subordinating and coordinating conjunctions. • Subordinate clauses need to join with a main clause and should begin with a subordinating conjunction. • Look at what happens when different conjunctions are used. • Practice joining clauses using coordinating conjunctions. • Practice joining clauses using subordinating conjunctions. • To be able to identify a range of nouns, including a proper noun. • Understand that a phrase does not include a verb. • Understand that a noun phrase includes a determiner and a noun.

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none"> • Understand how adjectives can expand noun phrases. • Use expanded noun phrases to uplevel descriptive writing.
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>		<ul style="list-style-type: none"> • Use of purple pen for simple editing. • Use a consistent tense throughout writing. • Identify whether a text is past tense or present tense. • Identify that the past/present progressive form is a verb that continues to happen. • Notice patterns within the progressive form (e.g. -ing). • Use the past/present progressive within writing.
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>		<ul style="list-style-type: none"> • Use commas within a list. • Capital letters should be used for all proper nouns. • Singular possession should be identified and punctuated through the use of a possessive apostrophe. • Apostrophes for contraction should be identified and used within writing. • Understand and identify how full stops, question marks and exclamation marks are used to demarcate sentences.

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



YEAR 3

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'maggie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling might be set using SpellingShed. Punctuation and Grammar homework will be given when a new or revised skill is taught within the week.

Please review taught content in previous year groups to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills	Spelling list
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'), determiners, perfect tense, time adverbials.</p>	<ul style="list-style-type: none"> Using Sounds Write techniques, identify and use a range of prefixes. Understand the meaning of each prefix e.g. anti (against/opposite). Spelling words will also be taught alongside the Y3/4 list. Identify and use determiners. Understand the determiner 'an' is used when the next word begins with a vowel. Notice exceptions to a/an rule. Understand that some words begin to 'word families'. Give examples of words within 'word families'. Understand how spelling patterns may change as a result to prefixes/suffixes being added within word families. 	<p>accident(ally) interest actual(ly) island address knowledge answer learn appear length arrive library believe material bicycle medicine breath mention breathe minute build natural busy/business naughty calendar notice caught occasion(ally) centre often century opposite certain ordinary circle particular complete peculiar consider perhaps continue popular decide position describe possess(ion) different possible difficult potatoes</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>		<ul style="list-style-type: none"> Embed subordinate/ main clauses within sentences independently. Understand how vocabulary choice can express time, place and cause through conjunctions. Identify different types of prepositions. 	

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none"> • Use prepositions of place within writing. • Identify how adverbs can modify the verb through time (time adverbials). • Use and identify perfect tense. • Notice that perfect tense is something that has already been completed. • Identify patterns within the perfect tense (has/have + past participle of verb). 	<div>disappear</div> <div>early</div> <div>earth</div> <div>eight/eighth</div> <div>enough</div> <div>exercise</div> <div>experience</div> <div>experiment</div> <div>extreme</div> <div>famous</div> <div>favourite</div> <div>February</div> <div>forward(s)</div> <div>fruit</div> <div>grammar</div> <div>group</div> <div>guard</div> <div>guide</div> <div>heard</div> <div>heart</div> <div>height</div> <div>history</div> <div>imagine</div> <div>increase</div> <div>important</div>	<div>pressure</div> <div>probably</div> <div>promise</div> <div>purpose</div> <div>quarter</div> <div>question</div> <div>recent</div> <div>regular</div> <div>reign</div> <div>remember</div> <div>sentence</div> <div>separate</div> <div>special</div> <div>straight</div> <div>strange</div> <div>strength</div> <div>suppose</div> <div>surprise</div> <div>therefore</div> <div>though</div> <div>although</div> <div>thought</div> <div>through</div> <div>various</div> <div>weight</div> <div>woman/women</div>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>		<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary within writing. • With growing independency proofread writing for spelling and punctuation errors. • Purple pen edits. 		
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>		<ul style="list-style-type: none"> • Identify how speech is punctuated within writing. • Begin to use inverted commas with accuracy. • Use inverted commas around what is being spoken. • Capital letters should be used at the start of speech. • A new line should be used for every new speaker. • Punctuation should be used at the end of speech, before inverted commas close. 		

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



YEAR 4

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'magpie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling might be set using SpellingShed. Punctuation and Grammar homework will be given when a new or revised skill is taught within the week.

Please review taught content in previous year groups to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills	Spelling list
Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>determiner pronoun, possessive pronoun, adverbial, fronted adverbial, Standard English, subject, verb, object.</p>	<ul style="list-style-type: none"> Using Sounds Write techniques, identify and write plural and possessive words accurately. Using Sounds Write techniques, identify and use a range of prefixes. Spelling words will also be taught alongside the Y3/4 list. Understand and identify the grammatical differences between plural and possessive –s. Understand the difference between Standard English and Non-Standard English. Ensure spoken and written language is using Standard English. Understand that some dialects may use a non-standard form of written and spoken English. Revise and embed spelling of verbs with inflected endings (ed and ing). Identify irregular verb spellings (e.g. catch, caught). Revisit different types of pronouns, including possessive pronouns. 	<p>accident(ally) interest actual(ly) island address knowledge answer learn appear length arrive library believe material bicycle medicine breath mention breathe minute build natural busy naughty business notice calendar occasion(ally) caught often centre opposite century ordinary certain particular circle peculiar complete perhaps consider popular continue position decide possess(ion) describe possible different potatoes</p>
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths		<ul style="list-style-type: none"> Extend sentences with clauses and phrases within writing. 	

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



	<p>teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>		<ul style="list-style-type: none"> • Use and identify fronted adverbials within writing. • Noun phrases to be expanded through a variety of modifications. • Identify the modification of a noun phrase that has been chosen. • Use expanded noun phrases, with adjectives and prepositions in writing. • Use fronted adverbials to uplevel writing. • Identify subjects and verbs. • Understand that phrases do not contain verbs. • Always use perfect tense accurately (have/has + past participle of verb). 	<p>difficult</p> <p>disappear</p> <p>early</p> <p>earth</p> <p>eight/eighth</p> <p>enough</p> <p>exercise</p> <p>experience</p> <p>experiment</p> <p>extreme</p> <p>famous</p> <p>favourite</p> <p>February</p> <p>forward(s)</p> <p>fruit</p> <p>grammar</p> <p>group</p> <p>guard</p> <p>guide</p> <p>heard</p> <p>heart</p> <p>height</p> <p>history</p> <p>imagine</p> <p>increase</p> <p>important</p> <p>pressure</p> <p>probably</p> <p>promise</p> <p>purpose</p> <p>quarter</p> <p>question</p> <p>recent</p> <p>regular</p> <p>reign</p> <p>remember</p> <p>sentence</p> <p>separate</p> <p>special</p> <p>straight</p> <p>strange</p> <p>strength</p> <p>suppose</p> <p>surprise</p> <p>therefore</p> <p>though/although</p> <p>thought</p> <p>through</p> <p>various</p> <p>weight</p> <p>woman/women</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>		<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary within writing. • Independently proofread writing for spelling and punctuation errors. • Purple pen edits. • Identify and use paragraphs when writing a new time/place/person/idea or point. • Leave a line between each new paragraph. • Use a capital letter at the beginning of paragraphs. • Use boxing up to help with paragraph creation. • Identify and understand that cohesion can be created through appropriate choice of pronouns or nouns. • Avoid repetition within writing. • Understand why cohesion is needed. • Ensure cohesion is used within and across sentences and paragraphs. 	
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>		<ul style="list-style-type: none"> • Identify how speech is punctuated within writing. • Accurately use inverted commas with accuracy. 	

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>		<ul style="list-style-type: none">• Use inverted commas around what is being spoken.• Capital letters should be used at the start of speech.• A new line should be used for every new speaker.• Punctuation should be used at the end of speech, before inverted commas close. In particular looking at how question marks, exclamation marks, commas and full stops can be used.• Commas should be used after fronted adverbials.• Identify and use apostrophes for plural possession.	
--	---	--	--	--

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



YEAR 5

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'magpie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling might be set using SpellingShed. Punctuation and Grammar homework will be given when a new or revised skill is taught within the week.

Please review taught content in previous year groups to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills	Spelling list
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, homophones, ambiguity.</p>	<ul style="list-style-type: none"> • Use Sounds Write techniques to learn patterns within the Year 5/6 list. • Use Sounds Write techniques to learn which words contain letters that we may consider to be 'silent'. • Understand the correct use of their/there/they're and other common homophones. • Use Sounds Write techniques to learn patterns within the Year 5/6 list. • Understand how to convert nouns or adjectives into verbs through the use of adding suffixes. • Accurately spell nouns that have changed into verbs through adding suffixes. • Understand how prefixes can change the meaning of a verb. • Accurately spell verbs with a prefix. • Understand the meanings of different prefixes and suffixes. 	<p>accommodate identity accompany immediate(ly) according individual achieve interfere aggressive interrupt amateur language ancient leisure apparent lightning appreciate marvellous attached mischievous available muscle average necessary awkward neighbour bargain nuisance bruise occupy category occur cemetery opportunity committee parliament communicate persuade community physical competition prejudice conscience privilege conscious profession controversy programme convenience pronunciation correspond queue criticise (critic) recognise</p>
Sentence	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>		<ul style="list-style-type: none"> • Identify and use a range of multi-clause sentence structures. • Split main clauses with embedded relative clauses. • Understand how to identify a relative clause. • Identify relative pronouns. • Identify and use a range of modal verbs to 	

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none"> indicate possibility or certainty. • Notice how the choice of modal verb or adverbs change how definite/uncertain the sentence becomes. • Use adverbs of time, place, manner, frequency and degree. • Understand the difference between a preposition and an adverb. 	<ul style="list-style-type: none"> + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance 	<ul style="list-style-type: none"> recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Text	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs 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]</p>		<ul style="list-style-type: none"> • Begin to edit incorrect use of subject, verb agreement. • Tense should remain consistent throughout writing. • Understand what cohesion is. • Understand why cohesion is necessary • Use cohesion within chronological pieces of writing e.g. next, after, • Use a variety of cohesive devices within paragraphs e.g. for example, then, after that etc. • Use a variety of cohesive devices across paragraphs by the use of adverbials of time, pronouns, place, number or tense choices. • Ensure all cohesive devices are understood and children can give an example of how it would create cohesion. 		
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>		<ul style="list-style-type: none"> • Identify the use of brackets, dashes and commas to add extra information. • Understand why parenthesis is used within writing. • Use parenthesis accurately within their own writing. • Ensure the appropriate use of commas. • Use commas for clarity and to avoid ambiguity within writing. • Use commas after fronted adverbials. • Use commas to separate a number of adjectives in expanded noun phrases. • Use commas for lists. • Use commas for parenthesis. • Begin to understand when commas should 		

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			not be used.	
--	--	--	--------------	--

YEAR 6

SPaG (Spelling, Punctuation and Grammar) is revised and developed through a mixture of discrete and embedded teaching strategies. Each child will have a SPaG book which will include discrete lessons taught at least twice a week. Within reading focus lessons, teachers will ensure that children understand how grammar and punctuation can build linguistic techniques. Children are encouraged to 'magpie' words that they like from their reading, with a focus on checking it is spelt accurately. During our Talk for Writing lessons, SPaG is embedded through model writing and toolkits. Spellings are given weekly and parents are encouraged to support this. Spelling might be set using SpellingShed. In Year 6, evidence of the Year 5 & 6 spelling list is needed within their writing and is used within the writing assessment. Punctuation and Grammar homework is revision based and will often consist of focussing on a number of grammatical terms and punctuation use.

Please review taught content in previous year groups to ensure that learning is consolidated.

Focus	Curriculum Content	Vocabulary/Terminology	Skills	Spelling list
Word	<p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, comma splicing.	<ul style="list-style-type: none"> • Use Sounds Write techniques to learn patterns within the Year 5/6 list. • Identify language choice and compare the formality. • Identify contractions as part of informal word choice. • Use formal and informal language where appropriate and be independently able to identify this. • Identify synonyms and antonyms and be able to match or find these. • Use a thesaurus to find synonyms and antonyms. • Children should expand their vocabulary both orally and written through synonym choice. • Revise Y1-6 grammatical terms. 	<div> accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience </div> <div> identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation </div>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>		<ul style="list-style-type: none"> • Identify active and passive voice. • Be able to change the active into the passive voice and passive into active. • To understand why active/passive voice is chosen within the sentence and the effect it has on the reader. • To learn the subjunctive form and understand the formality in which it is used. 	

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none"> • Use speech to show character and formality within their writing. • Use speech tags to move the story on and add detail to the character/setting. • Revise Y1-6 grammatical terms. 	correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance	queue recognise relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Text	<p>Linking ideas across paragraphs 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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>		<ul style="list-style-type: none"> • Understand and use accurately, cohesion that brings sentences and paragraphs together. • Understand and use a range of different cohesive devices within their writing. • Identify when layout devices are needed within a text. • Understand different layout devices and when they should be used. • Use ellipsis for cohesion and suspense. • Revise simplistic layout devices e.g. headings. • Ensure subject and verb agreement is used accurately at all times. • Tense should always be consistent, unless a change of tense within a text is required e.g. flashback. • Make comparisons between devices used in different texts and independently choose when they should be included within their writing. • Revise Y1-6 text types. 		
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>		<ul style="list-style-type: none"> • Understand when semi-colons should be used: to separate independent clauses and for longer lists. • Identify where a semi-colon should be used. • Identify where comma splicing has been used and understand how to fix this. • Understand that colons can introduce a list and separate clauses that link. • Use colons and semi-colons within a long list. • Understand the ambiguity that can be created with longer lists. 		

Corpus Christi Catholic Primary School
Spelling, Punctuation and Grammar Progression Pathway



			<ul style="list-style-type: none">• Learn the different types of hyphens and understand why a hyphen is needed.• Use hyphens to avoid ambiguity in their writing.• Understand how the removal or addition of a hyphen can change the meaning of the word.• Understand how to draw ellipsis and understand why we use it.• Use dialogue accurately to develop character and advance action.• Revise Y1-6 punctuation.	
--	--	--	---	--