## **SPaG Year Group Progression**

| Topic   | Terminology      |
|---|------------------|
| Year 1  |                  |
| Use the grammatical terminology - letter, capital letter, word, singular,   |                  |
| plural, sentence, punctuation, full stop, question mark, exclamation mark.  |                  |
| Using full stops and capital letters to demarcate sentences                 | Sentence         |
|   | Word             |
|   | Letter           |
|   | Capital letter   |
|   | Full stop        |
| Use capital letters for proper names  | Name             |
|   | Capital letter   |
| Using 'and' to join sentences   | Joining words    |
| Using a question mark at the end of a sentence to indicate a question       | Question         |
|   | Question mark    |
| Using an exclamation mark at the end of a sentence to indicate an           | Exclamation      |
| exclamation   | Exclamation mark |
| Year 2  |                  |
| Use the grammatical terminology - noun, noun phrase, statement, question,   |                  |
| exclamation, command, compound, adjective, verb, suffix, adverb, tense      |                  |
| (past, present), apostrophe, comma.   |                  |
| Demarcate sentences using capital letters at the start and full stops,      | Sentence         |
| exclamation or question marks at the end.                                   |                  |
| exclamation of question marks at the end.                                   | Capital letter   |
|   | Full stop        |
|   | Question mark    |
|   | Exclamation mark |
| Use commas in making lists  | Comma            |
| Use adjectives to describe nouns  | Noun             |
|   | Adjective        |
| Use conjunctions to join ideas in longer sentences                          | None             |
| Co-ordination: using 'and', 'or' and 'but' (Compound)                       |                  |
| Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)  |                  |
| Use and distinguish past and present text                                   | Verb             |
|   | Tense            |
|   | Past             |
|   | Present          |
| Use adjectival phrases to describe nouns                                    |                  |
| Use apostrophes for contracted forms – relate this to differences between   | Apostrophe       |
| spoken & written English  |                  |
| Year 3  |                  |
| Use and understand grammatical terminology accurately and appropriately     |                  |
| in discussing their writing and reading – adverb, preposition, conjunction, |                  |
|   |                  |
| word family, prefix, clause, subordinate clause, direct speech, consonant,  |                  |
| consonant letter vowel, vowel letter, inverted commas (or 'speech marks')   |                  |
| Recognise simple sentences and begin to recognise compound and complex      | Sentence         |
| sentences   | Conjunction      |
| Use and recognise nouns, adjectives and adjectival phrases                  | Noun             |
|   | Adjective        |
| Use powerful verbs  | Verb             |
| Introduce the idea of a verb  |                  |
| Introduce the idea of tense in verbs  | Verb             |
| maddada the raca of tende in versa  | Past tense       |
|   | 1 431 151135     |

| Extend the range of sentences with more than one clause.  Co-ordination: using 'and', 'or' and 'but' (compound)  Subordination: using a wider range of conjunctions to add subordinate clauses (complex).  Year 4  Using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading – determiner, pronoun, possessive pronoun, adverbial.  Use adverbs to modify verbs  Use adverbs to modify verbs  Use conjunctions to express time or cause  Use conjunctions to express time or cause  Extending the range of sentences with more than one clause by using a sentence suiter range of conjunctions, including when, if, because, although  Use prepositions to express time and place  Person – understanding that writing can be third or first person  Use adverbs and adverbials (prepositional phrases which act as adverbs)  Use commas after or before phrases and clauses  Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use a wide range of conjunctions to create compound and complex sentence  Compound appropriately in discussing their writing and reading – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Dash Comma         | Topic  | Terminology     |
|--|--|-----------------|
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| Use conjunctions to express time or cause  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Use prepositions to express time and place  Person – understanding that writing can be third or first person  Use adverbs and adverbials (prepositional phrases which act as adverbs)  Use commas after or before phrases and clauses  Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex  sentences  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   | possessive pronoun, adverbial.   |                 |
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| Person – understanding that writing can be third or first person  Use adverbs and adverbials (prepositional phrases which act as adverbs)  Adverb  Use commas after or before phrases and clauses  Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use prepositions to express time and place   | •               |
| Use adverbs and adverbials (prepositional phrases which act as adverbs)  Use commas after or before phrases and clauses  Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use fronted adverbials  Vear 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use relative clauses beginning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  |  | -               |
| Use commas after or before phrases and clauses Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. Use the possessive apostrophe Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Use a wide range of conjunctions to create compound and complex sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'. Relative pronoun Use commas to clarify meaning or avoid ambiguity Comma Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Person – understanding that writing can be third or first person                           | Verb            |
| Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use adverbs and adverbials (prepositional phrases which act as adverbs)                    | Adverb          |
| Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion  Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.  Use the possessive apostrophe  Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use commas after or before phrases and clauses   | Comma           |
| spoken and written speech.  Use the possessive apostrophe Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  | Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion | Pronoun         |
| Use the possessive apostrophe Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Conjunction Complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Comma  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use dialogue in narrative or in drama, emphasising the differences between                 | Inverted commas |
| Use the possessive apostrophe Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  | spoken and written speech.   | or speech marks |
| Use fronted adverbials  Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Conjunction Complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  |  | Direct speech   |
| Year 5  using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Complex sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use the possessive apostrophe  | ' '             |
| Year 5         using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.         Use a wide range of conjunctions to create compound and complex sentences       Conjunction Complex sentence Compound sentence         Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.       Relative clause Relative pronoun         Use commas to clarify meaning or avoid ambiguity       Comma         Use adverbials of time, place and number to link ideas across paragraphs       Adverbial         Use brackets, dashes or commas to indicate parenthesis       Bracket Dash Comma   | Use fronted adverbials   |                 |
| using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex Sentences  Complex Sentence Compound Sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity Comma Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis Bracket Dash Comma   |  | Phrase          |
| appropriately in discussing their writing and reading - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.  Use a wide range of conjunctions to create compound and complex sentences  Conjunction Complex sentence Compound sentence  Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'. Relative clause Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  |  |                 |
| Use a wide range of conjunctions to create compound and complex sentences  Conjunction Complex sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  |  |                 |
| Use a wide range of conjunctions to create compound and complex sentences  Complex sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   |  |                 |
| Sentences  Complex sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma  | pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.                 |                 |
| sentence Compound sentence Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun Use commas to clarify meaning or avoid ambiguity Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis  Bracket Dash Comma   | Use a wide range of conjunctions to create compound and complex                            | Conjunction     |
| Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   | sentences  | •               |
| Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   |  |                 |
| Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.  Relative clause Relative pronoun  Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   |  | •               |
| Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   |  |                 |
| Use commas to clarify meaning or avoid ambiguity  Use adverbials of time, place and number to link ideas across paragraphs  Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   | Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.             |                 |
| Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis Bracket Dash Comma   | Han annual to plantfuncación a contrata de la contrata de                                  |                 |
| Use brackets, dashes or commas to indicate parenthesis  Bracket  Dash  Comma   |  |                 |
| Dash Comma   |  |                 |
| Comma  | use prackets, dashes or commas to indicate parenthesis                                     |                 |
|  |  |                 |
| I DALMANCIC  |  | Parenthesis     |

| Topic  | Terminology  |
|--|--|
| Recognise the difference between direct and indirect speech and relate to  | reminiology  |
| differences between informal and formal speech structures  |  |
| Use apostrophes correctly  | Apostrophe<br>Contraction                                    |
| Use modal verbs to indicate degrees of possibility recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause | Modal verb<br>Subjunctive<br>Passive<br>Perfect Tense        |
| Use dialogue, recognise differences between spoken and written speech (contractions)   | Inverted commas<br>or speech marks<br>Direct speech          |
| Use a wide range of conjunctions to create compound and complex sentences  | Conjunction Complex sentence Compound sentence               |
| Use full stops, commas, exclamation marks, speech marks and question   |  |
| marks to punctuate sentences correctly.  | Full stop  |
| using commas to clarify meaning or avoid ambiguity in writing  | Comma Exclamation mark Question mark                         |
| Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.  | Noun<br>Adjective<br>Verb<br>Adverb<br>Phrase<br>Preposition |
| Use expanded noun phrases to convey complicated information concisely  | Noun   |
| , , ,  | Phrase   |
| Year 6   |  |
| using and understanding grammatical terminology accurately and   |  |
| appropriately in discussing their writing and reading – subject, object, active,   |  |
| passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.   | Cambasta   |
| Use semi-colons, brackets or dashes to indicate parenthesis using semicolons, colons or dashes to mark boundaries between  | Semi-colon<br>Dash<br>parenthesis                            |
| independent clauses  |  |
| Distinguish between informal and formal vocabulary and sentence structures (subjunctive)   | Subjunctive  |
| Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points  | Bullet points<br>Semi-colon                                  |

| Торіс  | Terminology   |
|--|---|
|  | Colon   |
| Use hyphens to avoid ambiguity   | Hyphen  |
| Use passive voice to present information in an objective way using the perfect form of verbs to mark relationships of time and cause using modal verbs (eg might, should, will, must) or adverbs (eg perhaps, surely) to indicate degrees of possibility | Passive voice<br>Modal verbs<br>Perfect tense       |
| Use dialogue, recognise differences between spoken and written speech (contractions)   | Inverted commas<br>or speech marks<br>Direct speech |