

Spelling, Punctuation and Grammar – end of year expectations

This SPAG policy is split into different year groups and highlights the expectations that should be covered in each year group. The document shows the order of progression and children will be taught appropriate to their ability.

	Spelling (word level)	Punctuation	Sentence and Text level	Terminology for pupils
Year 1	Phonics letter and digraph recognition Blending CVC words and rhyme patterns Alphabetical order Recognise high frequency words CCVC, CVCC, CCVCC words Decoding multi-syllabic words Words ending ‘ff’, ‘ll’, ‘ss’, ‘ck’, ‘nk’, ‘zz’ Plurals that add an ‘s’ and ‘es’ Adding endings ‘ed’ ‘ing’ ‘er’ Vowel digraphs and trigraphs – phonics set 2 and 3 sounds Words ending in ‘tch’ Adding ‘er’ and ‘est’ to adjectives Words ending in ‘y’ Consonant spellings ‘ph’ and ‘wh’ Adding prefix ‘un’ Compound words Red words	Finger spaces Recognise and use full stops and capital letters Using the terms ‘sentence’ Use capitals for names and personal pronoun ‘I’ To introduce question marks and exclamation marks	Checking for sense of a sentence To use the terms vowels and consonant Combining words to make a sentence Sequencing sentences To use ‘and’ to join words and sentences.	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

<p>Year 2</p>	<p>The 'j' sound as 'ge' 'dge' and 'g' The 's' sound spelt with a 'c' The 'n' sound as 'kn' and 'gn' The 'r' sound spelt 'wr' The 'l' sound spelt 'el' 'il' or 'al' at end of words The 'igh' sound spelt 'y' at end of words Adding 'es' to nouns and verbs ending on 'y' Adding 'ed' 'ing' 'er' 'est' to words ending in 'y' and 'e' Suffixes 'ment' 'ness' 'ful' 'less' Contractions eg can't Possessive apostrophe Words ending in 'tion' Homophones High frequency words</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences To use commas to separate items in a list Apostrophes to mark contracted spelling forms</p>	<p>Consistent use of tense – past and present Grammatical agreement (I am, you are etc.) Continuous use of verbs in present and past tense Re-reading own writing for sense Write simple and compound sentences, using subordination for time and reason – when, if, that, or, because, or, and, but) Correct gender terms (his/hers) Expanded noun phrases for description and specification Sentences with different forms – statement, question, exclamation, command Turning statements into questions and 'what', 'when', 'where', 'who'</p>	<p>Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>
<p>Year 3</p>	<p>The 'l' sound spelt y The 'u' sound spelt 'ou' Prefixes (un, de, dis, re, pre, mis) Suffix 'ly' Suffix 'ous' Words with 'k' spelt 'ch' Words with 'sh' spelt 'ch' Words with 'ai' spelt ei, eigh, ey Possessive apostrophe with plural words Homophones</p>	<p>Introduction to speech marks to punctuate direct speech.</p>	<p>Expressing time and cause using conjunctions (eg when, before, after, while, because) Adverbs (eg then, next, soon, so) Prepositions (eg before, after, during, in, because of) Introduction to paragraphs Headings and sub-headings Use of the perfect form of verbs to mark relationships of time and cause</p>	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, clause, subordinate clause</p>

	Year 3 and 4 high frequency words			
Year 4	<p>Prefixes (sub, inter, super, anti, auto)</p> <p>Suffix – ‘ation’</p> <p>Words ending in ‘sure’ ‘ture’ ‘sion’</p> <p>Windings ‘tion’ ‘sion’ ‘ssion’ ‘cian’</p> <p>Words ending with ‘g’ sound spelt ‘gue’</p> <p>Words with ‘s’ sound spelt ‘sc’</p> <p>Homophones</p> <p>Year 3 and 4 high frequency words</p>	<p>Use of speech marks to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession</p> <p>Use of commas after fronted adverbials (eg Later that day, I heard the bad news)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p> <p>Fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences.</p>	<p>Pronoun, possessive pronoun, adverbial</p>
Year 5	<p>Endings which sound like /shus/splet –cious or –tious</p> <p>Endings which sound like/shul/</p> <p>Words ending in –ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in –able and –ible</p> <p>Adding suffixes beginning with vowels to words ending in –fer</p> <p>Words with the /ee/sound spelt ei after c</p> <p>Words containing the letter string –ough</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Relative clauses beginning with who, which, where, why or whose</p> <p>Indicating degrees of possibility using modal verbs (eg might, should, will, must) or adverbs (eg perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly)</p>	<p>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

	Words with silent letters (i.e. words that cannot be predicted from pronunciation of the word)			
Year 6	Use of the hyphen to link words Homophones and other words that are often confused See Yr5 and 6 word list	Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (eg man eating shark versus man-eating shark or recover versus re-cover)	Use of the passive voice to affect the presentation of information in a sentence (eg I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely (Eg the fact that it was raining meant the end of sports day) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags or the use of the subjunctive in some very formal writing and speech) Linking ideas across paragraphs using a wider range of cohesive device; semantic cohesion, grammatical connections and elision. Layout devise, such as headings, sub-headings, columns, bullets or tables to structure text.	Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points