



Progression in Spelling Punctuation and Grammar at Harry Hotspur CE Primary

ENGLISH (SPAG)

National Curriculum Expectations

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1 and KS2	<p>National Curriculum:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</p>						
Development Matters: Birth to three	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name 						



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<p>Development Matters: Three to Four</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
<p>Statutory Framework for the early years foundation stage</p> <p>ELG:</p>	<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Children at the expected level of development will:



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- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



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<p>Writing at St Michael's CE Primary School</p> <p>Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively.</p> <p>Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.</p> 	<p>Big Ideas</p> <p>Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).</p> <p>Composition (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.</p> <p>Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.</p>	<p><i>'I can shake off everything as I write; my sorrows disappear, my courage is reborn.'</i></p> <p>Anne Frank</p> 	
<p><i>Links with other subjects</i></p> <p>High quality texts linked to cross curricular learning</p> <ul style="list-style-type: none"> • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p><i>Pedagogy</i></p> <p>Varied teaching and learning activities</p> <ul style="list-style-type: none"> • Regular low stakes quizzes around vocabulary and spelling patterns. • Thoughtful sequencing of content • Specific teaching of vocabulary 	<p><i>Progress</i></p> <p>Regular assessments carried out by RWI Leader to ensure gaps are filled</p> <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – • RWinc • Power of Reading text and planning suggestions • Literacy Shed+ <p>For Pupils:</p> <ul style="list-style-type: none"> • Spelling Frame



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Progression	EFYS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Vocabulary Grammar and Punctuation	<p><i>Throughout their primary school years all children should learn to:</i></p> <ul style="list-style-type: none"> enhance their vocabulary from their reading and writing. understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. work out and clarify the meanings of unknown words and words with more than one meaning. control their speaking and writing consciously and to use Standard English. use the elements of spelling, grammar, punctuation and 'language about language' listed. learn the correct grammatical terms in English and that these terms are integrated within teaching. 						
	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p>	<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 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</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 use inverted commas and other punctuation to</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 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</p>



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		<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 use exclamation marks within</p> <p>Through reading and writing to reinforce knowledge of the term sentence</p>	<p>(when, if, that, because) and co-ordination (or, and, but) for description and specification</p> <p>To know what an adjective is To identify adjectives within sentences 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 writing. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is</p>	<p>To use inverted commas and other punctuation to indicate direct speech</p> <p>Vocabulary To know vocabulary taught in year 1 and 2. Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Inverted Commas</p>	<p>indicate direct speech.</p> <p>To use apostrophes to mark singular and plural possession.</p> <p>To use commas after fronted adverbials.</p> <p>Vocabulary To know vocabulary taught in year 1, 2 and 3. Determiner, Pronoun, Possessive pronoun, Adverbial</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>Vocabulary To know vocabulary taught in year 1, 2, 3 and 4 Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity</p>	<p>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 of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p> <p>Vocabulary To know vocabulary taught in year 1, 2, 3, 4 and 5.</p> <p>Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon,</p>



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Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Terminology for pupil: Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full Stop, Question Mark, Exclamation Mark	drumming, he was shouting). To know what a verb is To identify verbs within sentences To use verbs accurately within sentences To write sentences with subject-verb agreements To correct sentences with subject/verb agreements that are incorrect To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. To use commas to separate items in a list Selecting correct punctuation to end a sentence. (!...?.)				Semi-colon, Bullet points
			Vocabulary				



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Progression	EFYS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			To know the vocabulary taught in year 1. Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Adjective, Verb, Suffix, Adverb, Tense (past/present), Apostrophe, Comma				

Promoting SMSC and British Values in English

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others. • Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them. • Cross Curricular writing – Science/Geography/etc led topics. 	<ul style="list-style-type: none"> • Use of drama/role play when discussing different scenarios – this can be used across the curriculum. • stories to discuss and debate moral issues. Value of the Week assemblies. • Discussions about cause and effect in fictional scenarios. • Discussions about what characters could do and what they should do, allowing children to draw on real-life experiences. 	<ul style="list-style-type: none"> • Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts. • Discussion about conflicts arising in fiction books. 	<ul style="list-style-type: none"> • Weekly Spelling Lessons: exploring and investigating origins of words, grammar. • Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.



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<ul style="list-style-type: none"> • Stimulating learning environments. • Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates. • Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences. • LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences. • Discussion of class book. 	<ul style="list-style-type: none"> • Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book. 		
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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values. ○ Group work with mixed groupings, encouraging children to work actively and fairly, supporting their peers. Debates, class votes. 	<ul style="list-style-type: none"> ○ Consistently referring to School Rules when teaching. ○ Selecting stories and texts to share with the children that promote these values – assemblies, story time. ○ Discussing and debating whether a character has 	<ul style="list-style-type: none"> ○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership. ○ Empowering children to take chances and risks with their learning. 	<ul style="list-style-type: none"> ○ Support for each other in lessons when working – whether independently, group or partner work. ○ Listen to others as we would like to be listening to and value all opinions. ○ Respect for each other in discussions. 	<ul style="list-style-type: none"> ○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions ○ Discussion of any issues of intolerance in fiction books.



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<ul style="list-style-type: none">○ Taking turns during discussion and debate lessons.○ Ensuring everyone's view is heard in discussion lessons.	done the right thing in a book.	<ul style="list-style-type: none">○ Children to work with the teacher when choosing writing targets.○ Choice over book to read.	<ul style="list-style-type: none">○ Respect for the views of others in the class.○ Discussing characters' opinions and actions.	
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