HENRY HINDE JUNIOR SCHOOL
SPAG Progression

Spelling, Grammar & Punctuation is a key part the English curriculum, and it is a **whole school** responsibility to ensure **all** children understand and can use all the elements.

Breakdown of SATs Coverage:

2022 GPS test Year group	No. of marks and percentages	2019 GPS test Year group	No. of marks and percentages.	2018 GPS test Year group	No. of marks and percentages.	2017 GPS test Year group	No. of marks and percentages.
1		1	2 (4%)	1	4 (8%)	1	4 (8%)
2		2	14 (28%)	2	11 (22%)	2	12 (24%)
3		3	8 (16%)	3	9 (18%)	3	7 (14%)
4		4	8 (16%)	4	12 (24%)	4	6 (12%)
5		5	7 (14%)	5	9 (18%)	5	11 (22%)
6		6	11 (22%)	6	5 (10%)	6	10 (20%)

32% of questions from KS1. 32% from LKS2. 38% from UKS2.

The progression tables below represent where an area is first introduced, it is the responsibility of all class teachers to teach their year group skills and recap any prior areas where appropriate. Terminology from prior year groups should always be used in the correct contexts.

Spelling as a whole school responsibility:

In 2019 75% of the spelling test rules in KS2 SATs were first introduced in Years 3 and 4 with the remaining 25% focused on Years 5 and 6. Explicit teaching of spelling in Years 3 and 4 is essential, as well as good phonics and spelling teaching within EYFS and KS1. It is also crucial for Year 6 teachers to be aware of the pitch and coverage of words tested at the end of KS2. The words below reflect the KS2 spelling curriculum and give us a general overview of the kind of words tested each year.

Suffix '-ly'		Adding suffixes with no change to the root word		The /i/ sound spelt '-y' other than at the end of words		Words with the /u/ sound spelt with 'ou'		Homophones & near Homophones AND Homophones & other words that are often confused
usually likely originally	accidentally ferociously curiously	sighed offered obtained toughest disobeyed	polishing suffered offering thoughtless nationality	typical sympathetic	pyramid gymnastics	trouble thorough cousin	courage country	
i' before 'e' except after 'c'				**Words with the /k/ and /sh/ sounds spelt 'ch'**		**Ending '-tion', '-sion'. '-ssion', '-cian'**		council coarse prey
inconceivable ceiling	deceive			architect chorus	monarch parachute	attention sensation operation reception navigation percussion	division passion variation mission illusion possession	loose drawer
Words with /ure/		**Words with the /s/ sound spelt with 'sc'**		**Words with the /ay/ sound spelt with 'ei', 'eigh' or 'ey'**				**Words with silent letters**
mixture creature	posture	science descendant	scent	weightless lightweight	sleigh			thumb crumb numb bruise straight
Words ending in '-ial' '		**Adding suffixes with change to the root word**		**Words ending with the /g/ sound spelt with 'gue'**		**Ending '-cious' and '-tious'**		knock muscle tongue sign
essential	facial	inspiring		vague		cautious		
Prefixes		**Words containing 'ough'**		**Words ending in '-ant', '-ance', '-ancy', '-ent', '-ence', 'ency'**		**Words ending in '-able', 'ible', 'ably', '-ibly'**		**Suffix '-ous'**
disorder misplaced disagreement unavoidably	discover re-enter dissolve	dough toughest	thoughtless)/ful enough	science substance violence distance	brilliant excellent abundance	portable probable sensibly	washable edible unavoidably	adventurous curious nervous generous
								previous delicious ominous

*Words **highlighted** from the sample KS2 spelling test.*

A pupil's standard in spelling should be evident throughout their writing. However, spelling tests can provide additional evidence of pupils' independent spelling. The frameworks refer to the word lists within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. At KS2, the lists for years 3 and 4 and years 5 and 6 are statutory within the national curriculum. These are a mixture of words pupils frequently use in their writing and those which they often spell incorrectly. They should generally be evident in pupils' writing. However, teachers should assess the words from the lists that pupils do use, and they can consider additional evidence of pupils spelling these words in spelling tests or dictation exercises.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rule or Pattern	• Words with the sounds /f/ and /s/, spelt with 'ff' and 'ss' • Words with the sounds /l/ and /k/, /z/ spelt with 'll', 'zz' and 'ck' • Adding the endings '-ing', '-ed' and '-er' to verbs (Where no change is needed to the root word) • Words with the sound /n/ before 'g' spelt with 'gn' • Words with the sound /ŋ/ before k spelt with 'nk' • Words with the sound /ch/ spelt with 'ch' • Words with the sound /ch/ spelt with '-tch' • Words with the sound /v/ • Words ending with the /v/ sound spelt with 've' • The digraphs 'ai' and 'oi' (These are hardly ever used at the end of English words) • The digraphs 'ay' and 'oy' (These are used for those sounds at the end of words and syllables) • Words with the sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' ('oa' is very rare at the end of a word) • Words with the sound /ee/ spelt with 'e' and with the vowel digraph 'ee' • Words with the vowel digraph 'ie' making the /igh/ and /ee/ sounds • Words with trigraph 'igh' • Words with the vowel digraph 'ar' • Words with the stressed and unstressed vowel digraph 'er' • Words with the vowel digraph 'ir' • Words with the vowel diagraph 'ur' • Adding '-er' and '-est' to adjectives (Where the is no change needed to the root word) • Words with the sound /k/ before e, i and y spelt with 'k' • Words with the split vowel digraphs 'a-e' and 'e-e' • Words with the split vowel digraph 'a-e' and 'e-e' • Words with the /yoo/ and /oo/ sounds spelt with the split diagraph 'u-e' • Words with the vowel digraph 'oo' (very few words have 'oo' at the end) • Words with the /oo/ and /yoo/ sound spelt with 'ue' and 'ew' • Words with the vowel digraphs 'ow' and 'ou' • Words ending with the /e/ sound spelt with 'y' • Words with the vowel digraph 'or', 'aw', 'au' • Words with the vowel trigraph 'ore', 'air', 'are', 'ear' and 'igh' • New consonant spelling 'ph' and 'wh' • Adding the prefix '-un' (without any change to the spelling of the root word) • Adding 's' and 'es' to words compound words	• Words beginning with the /n/ sound spelt with 'kn' • Words beginning with the /n/ sound spelt with 'gn' • Words beginning with the /r/ sound spelt with 'wr' • Words with the /s/ sound before e, i and y spelt with 'c' • Words ending with the /j/ sound spelt with '-dge' or '-ge' • Words with the /j/ sound before e, i and y often spelt with 'g' • Words with the /j/ sound before a, o and u always spelt with 'j' • Words ending with the /l/ sound spelt with '-le' • Words ending with the /l/ sound spelt with '-el' • Words ending with the /l/ sound spelt with '-il' or '-al' • Words ending with the /igh/ sound spelt with '-y' • Adding '-ies' to nouns and verbs ending in '-y' • Adding '-ed', '-er' and '-est' to words ending in '-y' with a consonant before it • Adding '-ing' to words ending in '-y' with a consonant before it • Adding '-ing', '-ed', '-er', '-est' and '-y' to words ending in '-e' with a consonant before it • Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel • Words with the /or/ sound before 'l' or 'll' spelt with 'a' • Words with the /u/ sound spelt with 'o' • Words with the /ee/ sound spelt with '-ey' • Words with the /o/ sound after 'w' or 'qu' spelt with 'a' • Words with the stressed /er/ sound after 'w' spelt with 'or' • Words with the stressed /or/ sound after 'w' spelt 'ar' • Words with the /zh/ sound spelt with 's' • Adding the suffixes '-ment', '-ness', '-ful', '-less', '-ly' and '-tion'	• Words with the long /ei/ sound spelt with 'ei' • Words with the long /ei/ sound spelt with 'ey' • Words with the long /ei/ sound spelt with 'ai' • Words with /ur/ sound spelt with 'ear' • Words with short /i/ sound spelt with 'y' • Adding suffixes beginning with a vowel ('er', 'ed', 'ing') to words with more than one syllable • Words with a /k/ sound spelt with 'ch' • Adding the prefix 'bi-' • Adding the prefix 're-' • Words ending in the /g/ sound spelt '-gue' • Words ending in the /k/ sound spelt '-que' • Words with a /sh/ sound spelt with 'ch' • Words ending in '-ary' • Words with a short /u/ sound spelt with 'o' • Words with a short /u/ sound spelt with 'ou' • Words ending in the suffix '-al' • Words ending with an /zhuh/ sound spelt with 'sure' • Words ending with a /chuh/ sound spelt with 'ture'	• Words with /aw/ spelt with 'augh' & 'au' • Adding the prefix 'in-' • Adding the prefix 'im-' (before a root word starting with 'm' or 'p') • Adding the prefix 'il-' (before a root word starting with 'l') • Adding the prefix 'ir-' (before a root word starting with 'r') • Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') • Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') • Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') • Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) • Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') • Words with 'ough' to make a long /o/, /oo/ or /or/ sound • Adding the prefix 'sub-' • Adding the prefix 'super-' • Words with the /s/ sound spelt with 'sc' • Words with a 'soft c' spelt with 'ce' • Words with a 'soft c' spelt with 'ci' • Adding the prefix 'inter-' • Adding the prefix 'anti-' • Adding the prefix 'auto-' • Adding the prefix 'ex-' • Words ending in '-ar' • Words ending in '-er' • Adding the suffix '-ous' (No change to root word) • Adding the suffix '-ous' (No definitive root word) • Adding the suffix '-ous' (Words ending in 'y' become 'i' and words ending in 'our' become 'or') • Adding the suffix '-ous' (Wording ending in 'y' become 'I' and words ending in 'our' become 'or')	• Words with endings that sound like /shuhs/ spelt with '-cious' • Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious' • Words with the short vowel /i/ sound spelt with 'y' • Words with the long vowel sound /i/ sound spelt with 'y' • Words with 'silent' letters • Words with an /or/ sound spelt 'or' • Words with /or/ sound spelt 'au' • Words containing 'ough' • Words ending in 'ment' • Words with an /ear/ sound spelt 'ere' • Unstressed vowels in polysyllabic words • Adding verb prefixes 'de-' & 're-' • Adding verb prefix 'over-'	• Words ending in '-able' • Words ending in '-ably' • Adding suffixes beginning with vowel letters to words ending in '-fer' • Words with a long /e/ sound spelt 'ie' or 'ei' after c • Words ending the sound /shuhl/ after a vowel letter, spelt '-cial' • Words endings the sound /shuhl/ after a consonant letter, spelt '-tial' • Words with a "soft c" spelt 'ce' • Words with a long /o/ sound spelt 'ou' or 'ow' • Words ending in '-ible' • Words ending in '-ibly'

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Building	• Days of the week	• Contractions • The possessive apostrophe • Conjunctions • Homophones and near homophones • Months of the year	• Creating adverbs using the suffix '-ly' (no change to root word) • Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable) • Creating adverbs using the suffix '-ly' (root word ends in '-le') • Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al') • Creating adverbs using the suffix '-ly' • Creating negative meanings using prefix 'mis-' • Creating negative meanings using prefix 'dis-' • Homophones & near homophones • Word families based on common words, showing how words are related in form & meaning	• Nouns ending in the suffix '-ation' • Adverbials of frequency & possibility • Adverbials of manner • Plural possessive apostrophes with plural words • Homophones & near homophones • Word families based on common words, showing how words are related in form and meaning	• Convert noun or adjectives into verbs using the suffix '-ate' • Convert nouns or adjectives into verbs using the suffix '-ise' Convert nouns or adjectives into verbs using the suffix '-ify' • Convert nouns or adjectives into verbs using the suffix '-en' • Creating nouns using the suffix '-ity' • Creating nouns using the suffix '-ness' • Creating nouns using the suffix '-ship' • Convert nouns or verbs into adjectives using the suffix '-ful' • Convert nouns or verbs into adjectives using the suffix '-ive' • Convert nouns or verbs into adjectives using the suffix '-al' • Adverbials of time • Adverbials of place • Modal verbs • Adverbs of possibility • Adverbs of frequency • Homophones & near homophones	• Ambitious synonyms for adjectives • Homophones and near homophones: Nouns that end in '-ce' or '-cy' and verbs that end in '-se' or '-sy' • Convert adjectives ending in '-ant' into nouns using '-ance' or '-ancy' • Convert adjectives ending in '-ent' into nouns using '-ence' or '-ency' • Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel • Use hyphens to join compound adjectives to avoid ambiguity • Word families based on common words, showing how words are related in form and meaning • Creating diminutives using prefixes 'micro-' or 'mini-' • Words that can ne nouns and verbs • Synonyms and antonyms
Statutory Spelling	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I we, no, go, so, by, my, here, where, there, love, come, some, one, once, ask pull, full, he, me, she, house, our, friend, school, put, push, you, your, they, be	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, told, hold, told, every great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even	actual, actually, accidentally, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, complete, continue, describe disappear, early, earth, eight, eighth, enough, extreme, February, forward(s), fruit, group, guard, guide, heard, heart, height learn, library, natural, occasion, occasionally, often, ordinary, pressure, probably, reign, straight, strange, surprise, weight, woman, women	accident, although, believe, calendar, caught, centre, century, certain, circle, complete, consider, decide, different, difficult, exercise, experience, experiment, famous, favourite, grammar history, imagine, increase, important, interest, knowledge, length, material, medicine, mention, minute, naughty, notice, occasionally, opposite, particular, peculiar, perhaps, popular, position possess(ion), possible, potatoes, promise, purpose, quarter, question, recent, regular, remember, sentence, separate, special, strength, suppose, therefore, though, thought, through, various	according, amateur, ancient, bargain, bruise, category, communicate, community, conscious, criticise, curiosity, definite, develop, dictionary, environment, equip(ment)/(ped), familiar forty, frequently, government, guarantee, harass, immediate(ly), interfere, leisure, muscle, neighbour, occupy, occur, opportunity, parliament, physical, privilege, profession queue, recognise, recommend, restaurant, rhyme, rhythm, secretary, sincere(ly), soldier, stomach, symbol, system, thorough, twelfth, vegetable, vehicle, yacht	accommodate, accompany, achieve, aggressive, apparent, appreciate, attached, available, average, awkward, cemetery, committee, competition, conscience, controversy, convenience, correspond, desperate, determined, disastrous, embarrass, especially, exaggerate, excellent, existence explanation, foreign, hindrance, identify, individual, interrupt, interfere, language, lightning, marvellous, mischievous, necessary, nuisance, persuade, prejudice, programme, pronunciation, relevant, sacrifice, shoulder, signature, suggest, sufficient, temperature, variety

Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• punctuate sentences using a capital letter and a full stop. • sometimes use question mark or exclamation mark. • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• sentence demarcation including full stops, capital letters, exclamation marks, question marks • commas in lists • apostrophes for contractions • apostrophes for singular possession	• using and punctuating direct speech with Inverted commas.	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using semi-colons to mark between independent clauses. • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently

Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	letter, capital letter, phoneme word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, verb, adjective, past tense, present tense,	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, adverb tense (past, present), apostrophe, comma, suffix, conjunction, past tense, present tense.	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), present perfect tense.	determiner, pronoun, possessive pronoun, adverbial, subordinate clause	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and" • recognise verbs and adjectives.	• expanded noun phrases to describe and specify • use of conjunctions for co-ordination and subordination. • recognise nouns, verbs, adjectives and adverbs. • recognise imperative verbs	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	• extending the range of sentences with more than one clause by using a wider range of subordinating and co-ordinating conjunctions, • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) • using determiners appropriately.	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • identifying co-ordinating and subordinating conjunctions.	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • identifying the object in a sentence.
Grammar	• recognises and uses regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • combine words to make sentences, including using and sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I'	• sentences with different forms (statement, question, exclamation, command) • the present and past tenses correctly and consistently including the progressive form • subject – verb agreement • subordination (when, if, that, because) • co-ordination (or, and, but) • verb suffixes where root word is changed (-ing, -ed, -er) • suffixes to form new words (-ful, -er, -ness)	• recognises and uses regular plural noun suffixes (-ies) • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)	• using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • using and recognising present & past simple, past & present progressive and present perfect form of verbs. • recognise adverbials, adverbs and verbs in the perfect form. • expanded noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • Recognise main and subordinate clauses • Recognise the co-ordinating or subordinating clauses.	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • suffixes to change nouns into adjectives.	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence. • recognise the active passive and active form. • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis

*Objectives **highlighted** be taught through Novel Study.*